

Education Watch 2002

LITERACY IN BANGLADESH NEED FOR A NEW VISION



Campaign for Popular Education

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NEED FOR A NEW VISION

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Foreword

We are pleased to bring out this report on literacy in the first year of the International Literacy Decade. The motto of the Decade is "Literacy as Freedom." More than 800 million people in the world and almost sixty percent of the people of Bangladesh do not know this freedom. A confusion exists, among claims and counterclaims about progress in literacy, regarding the status of literacy of the people of Bangladesh. The study by *Education Watch*, carried out with scientific rigour and based on the administration of a literacy test to a nationwide randomly chosen sample, provides a baseline. This baseline should end the confusion about our literacy status and serve as the benchmark for future planning for literacy, continuing education and nonformal education programmes.

The study is about the state of literacy, not about nonformal education in general or primary education. The findings, however, point out some very relevant and critical aspects of primary education and nonformal education, which have vital policy implications. The study reveals the dominant role of primary education as the means for acquiring literacy; but it also shows that the very poor quality of mainstream primary education is a serious obstacle to better literacy outcomes, since one-third of those who complete primary education still remain illiterate. Nonformal primary education shows a better performance. The question then is what should be done to incorporate some of the positive features of nonformal primary education into mainstream primary education.

It has been found that literacy courses in general including the government-run Total Literacy Movement (TLM), at least in the manner these have been conducted in Bangladesh, have had an insignificant impact on the literacy situation. The study reveals a large 12 percentage point gap between male and female literacy and a staggering 26 percentage point disadvantage for the rural people compared to their urban counterparts. The urban slum dwellers fare the worst with a literacy rate of 19.7 percent against the national average of 41.4 percent. The study also underscores the need for a broader and integrated vision of non-formal and continuing education in which the literacy effort should be embedded.

The study, like all research reports of *Education Watch*, presents an objective picture of an important facet of basic education in the country, based on collection and analysis of data in a professional manner. It is not intended to apportion **blames** or point fingers for deficiencies and failures. The findings on literacy do indicate a **major national failure** - failure in seriousness of effort, in setting priorities right, in applying **professionalism** to management and decision-making in education, and in lacking a vision and understanding of how literacy and nonformal education programmes work. This is our collective failure as a society and as a nation. We - the public authorities, the academics, the NGOs and the larger civil society - need to work together to overcome this failure. I hope that this is the message that will be heard from the findings and conclusions of *Education Watch 2002*.

Dhaka
June 2003

Fazle Hasan Abed
Chair
Campaign for Popular Education

Preface

Literacy in Bangladesh: need for a new vision, is the fourth in the series of *Education Watch* reports. The first report, *Hope not complacency*, dealt with internal efficiency indicators; the second report, *A question of quality*, dealt with student achievement and teacher education; and the third report *Renewed hope daunting challenges* was a revisit of the internal efficiency indicators dealt with in the first report. It also probed into the widely prevalent private costs in the primary education sub-sector.

This is the most challenging of all the reports published by *Education Watch* so far. It deals with the literacy situation in Bangladesh. We at the *Education Watch* felt that it was essential to establish a benchmark to fully understand the implications of the literacy situation in Bangladesh.

In the past, censuses and other official reports on literacy including the last *Education Watch* report relied primarily on response given by the respondents in a household. In such a method the response is bound to be subjective. Secondly these surveys did not use any universally accepted definition of literacy and any instrument to test literacy. The reports could not therefore be fully relied up on.

In dealing with this problem the first task was to agree upon a suitable definition of literacy. I think the members of the Working Group and the Technical Team of *Education Watch* handled it successfully. They also made an intensive effort in preparing the test instrument in the light of the definition adopted. The *Education Watch* divided those who participated in literacy test into four groups: *non-literate*, *semi-literate*, *literate at initial level* and *literate at advanced level* on the basis of the test administered to them.

The Research and Evaluation Division of BRAC was primarily responsible for field survey and data collection. The survey team worked under able leadership of Mr. Samir Ranjan Nath, Senior Research Fellow of BRAC. Dr. Manzoor Ahmed, a former Director of UNICEF effectively guided the Research Team. Both of them deserve our appreciation. I also thank Professor Kazi Saleh Ahmed to be a member of the research team.

Mr. Fazle Hasan Abed, Chairperson, BRAC and Chairman, Board of Directors, CAMPE and a member of the Advisory Board, *Education Watch* consistently supported its work since its inception. I owe him a debt of gratitude. Ms. Rasheda K. Choudhury, Director, CAMPE and Member-Secretary, Advisory Board and Working Group of *Education Watch* provided logistic support and other facilities of CAMPE to the Research Team. She deserves our commendations.

A number of reviewers including Ms. Jowshan Ara Rahman, Mr. Ahmad Tajul Islam and Ms. Farzana Ahmad reviewed the draft and gave their valuable comments. They deserve our thanks for their valuable comments to improve the report.

Education Watch and its reports have been possible due to generous support received from Royal Netherlands Embassy (RNE), Swiss Agency for Development and Cooperation (SDC) and NOVIB, Netherlands. We acknowledge their generous support and profusely thank them.

Many staff members of CAMPE and BRAC including Mr. Sayed-ul-Alam Kazal, Mr. Ghiasuddin Ahmed, Mr. Shykhuluzzaman Minar, Mr. Altaf Hossain, Mr. Md. Abul Kalam, Ms. Shaheen Akter, Mr. Mirja Mohammad Shahjamal, Mr. Shoeb Ahmed, Mr. Shahidul Islam, Mr. Abdur Razzaque, Md. Akram Hossain, Mr. Swapan Deb Roy, Mr. Abdul Alim, Mr. Ganesh Halder and Mr. Jashimul Islam were involved in various stages of field work and preparation of the report, and provided valuable support. Their devotion and hard work is appreciated. Mr. Mohammed Shafiul Alam and Mr. Saleh Chowdhury extended their hands in language editing of test questions and Bangla version of this report. They deserve our thanks. We also thank the staff and workers of BRAC Printers for their work in printing the report.

Government of Bangladesh, particularly the Ministry of Primary and Mass Education, Directorate of Primary Education, Directorate of Nonformal Education and the NGO Affairs Bureau deserve special thanks for their cooperation at different stages of the study.

The draft report was shared with important stakeholders including educators, practitioners, civil society and NGO representatives and development partners. Many constructive suggestions were made during the sharing sessions. The unsung participants of this report are the thousands of respondents who participated in the literacy test, and provided information about themselves, their household and the community. Without their support and cooperation such a large literacy survey would not have been possible. We are grateful to them on behalf of the *Education Watch*.

The stakeholders eagerly accepted and welcomed the previous reports. We will feel our efforts amply rewarded if this report also meets a similar acceptance.

Dhaka
June 2003

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Acronyms

ASPBAE	Asian South Pacific Bureau of Adult Education
BANBEIS	Bangladesh Bureau of Educational Information and Statistics
BBS	Bangladesh Bureau of Statistics
BRAC	Bangladesh Rural Advancement Committee, an NGO
CAMPE	Campaign for Popular Education
CONFINTEA V	Fifth International Conference on Adult Education
DNFE	Directorate of Nonformal Education
EFA	Education for All
EWLP	Experimental World Literacy Programme
FAO	Food and Agricultural Organisation
JBIC	Japan Bank for International Cooperation
MA	Mitra and Associates
NCTB	National Curriculum and Textbook Board
NFE	Non-Formal Education
NGO	Non-Government Organisation
NIPORT	National Institute of Population Research and Training
NLM	National Literacy Mission
NPA	National Plan of Action
OECD	Organisation for Economic Co-operation and Development
ORCM	ORC Macro
PLC	Post-Literacy Campaign
PPS	Probability Proportional to Size
REFLECT	Regenerated Freirean Literacy Through Empowering Community Techniques
TLC	Total Literacy Campaign
TLM	Total Literacy Movement
UNDP	United Nations Development Programme
UNESCO	United Nations Educational Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
US	United States

Authors' Note

Education Watch, having examined various aspects of primary education in its last three reports, turns its attention in the 2002 report to the state of literacy in the country.

Confusion reigns not only about where we stand in respect of literacy, but also about how it is defined so that it is relevant to social and individual goals that literacy is expected to serve, and how it is to be measured. This lack of clarity is not uniquely a Bangladesh problem. It is an international phenomenon, much discussed for decades, but not quite resolved satisfactorily for all. Perhaps it is necessary to recognise the different meanings of literacy in different contexts in a pragmatic definition. We look at the present study as a contribution to dispelling lack of clarity about the definition of literacy and its assessment.

The study has been a truly collective effort. A large number of people, formally through the Advisory Board, Working Group and the Technical Team, and informally through individual suggestions and comments, has helped the study team and the authors immensely. The field investigation and collection of data with the participation of a hundred field investigators have been organized and managed by the Education Research Unit of the Research and Evaluation Division of BRAC with thorough professionalism and the utmost attention to maintaining quality in the process. The staff of CAMPE led by its Director Rasheda Choudhury provided the logistical and facilitation support throughout the study with a sense of commitment that goes beyond the normal call of duty. CAMPE serves as Secretariat of *Education Watch* in its role as the promoter of better understanding of basic education situation and policy dialogue in this respect. CAMPE is not responsible for the content of the report.

The authors benefited from the comment and counsel of a large number of people including those listed as members of the various committees and teams in the course of the study through various sharing sessions and by individual communication. All these have enriched the study and are gratefully acknowledged. The authors, however, on behalf of *Education Watch*, remain responsible for the content, conclusions and occasional opinions expressed as well as for the shortcomings of the report.

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Overview

The theme of *Education Watch 2002* is the state of literacy in Bangladesh. We are pleased to bring out this report in the first year of the United Nations Literacy Decade, 2003-2012, proclaimed by the United Nations with the motto "Literacy as Freedom." This study is based on the premise that literacy is a question of right of people and that it is necessary to address the absence of credible benchmarks in Bangladesh for the literacy status of the population.

Background and Methodology

The study aimed to answer the following questions:

1. What proportions of the population are at different levels of literacy?
2. How has literacy been acquired by the population?
3. What use is being made of literacy skills?
4. What knowledge/ skills do people perceive as relevant for post-literacy learning activities?
5. What are the possible socio-economic correlates of literacy?

The literacy status of the population was determined by administering a literacy test to a stratified random sample of the population 11 years and above. A purposefully designed test instrument was used for the first time in Bangladesh on a nationwide sample to assess the national literacy situation - in contrast to the "self-reporting" method used in the population census and various household surveys. The test consisted of items on four essential skill components of literacy - *reading, writing, calculation and use of these three skills (3Rs) in practical life situations.*

Four skill levels, based on a composite score for items in all the four skill components, used in the survey are *non-literate, semi-literate, literate at the initial level and literate at the advanced level.* Those whose scores fell in the range of scores either for literate

at the initial or advanced level were designated as literate.

Definitions

The following definitions of literacy and different levels of literacy skills were used.

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

Non-literate: *Lack of ability to decode alphabet, recognise words, write words and count objects; and, therefore, inability to use literacy skills in life situations.*

Semi-literate: *Ability to recognise and write some words, to count objects and use numbers at a very basic level; extremely limited use of the literacy skills in life situations.*

Literate at the initial level: *Ability to read and write simple sentences in a familiar context; possessing skills of four basic rules of arithmetic; limited use of these abilities and skills in a familiar context in life situations.*

Literate at the advanced level: *Ability to read and write with fluency in varying contexts; competency in four arithmetic rules and mathematical reasoning; ability to use these skills in everyday life and independently in further learning.*

Reading	Writing	Numeracy	Application of 3Rs
Two words with three alphabet characters in each	Two words familiar in everyday life	<ul style="list-style-type: none"> • Counting objects. • Finding out a missing number 	<ul style="list-style-type: none"> • Recognising time • Recognising left and right on a picture
Two sentences related to everyday life	Two sentences in a familiar context	<ul style="list-style-type: none"> • Subtraction. • Multiplication 	<ul style="list-style-type: none"> • Knowing different sides of a map • Ability to write own address
A comprehension passage containing environmental messages followed by two multiple choice questions	Describing an object with five sentences	Problem solving needing skills of <ol style="list-style-type: none"> a) Subtraction and division b) Multiplication and division 	<ul style="list-style-type: none"> • Ability to prepare a simple balance sheet • Absorbing message from a billboard

The Literacy Test and Other Instruments

The columns above are the skill areas tested by the literacy test. The rows represent three levels of skills: *semi-literate*, *literate at initial level*, and *literate at advanced level*.

Besides the literacy test instrument, three other questionnaires were used: (a) a household survey questionnaire, (b) a questionnaire for education, socio-economic and other information of the respondents, and (c) a questionnaire for information about the community.

The Sample

It was decided to draw samples from the rural population of six administrative divisions and the urban population of metropolitan cities and municipalities. Samples for the eight strata were selected by a four-stage random sampling of upazila, union, village and household in the rural areas, and municipality, ward, mahallah and household (the first stage was skipped in metropolitan cities) in urban areas. An adequate sample size for drawing valid conclusions for each stratum with male and female breakdown was taken. It was calculated that literacy test of 768 individuals is needed for a valid estimate, totalling 12,288 (768x8x2) for the eight strata in the national survey.

The study covered all the 64 districts in the country. A total of 3,840 households from 268 villages/mahallahs were surveyed where 19,705 individuals lived. Of these individuals, 14,274 were aged 11 years and above, of which 13,145 could be brought under literacy test (52.2 percent females and 47.8 percent males). Household size, proportion of population aged 11 years and above, and distribution of population by years of schooling calculated from the household survey data were found comparable with other recent studies including previous *Education Watch* studies.

A strict quality control protocol was applied to collection and recording of data, assessing responses to the literacy test, and analysing all data. Reliable as well as valid estimates of the literacy status of the population could be generated through this study.

Summary of Findings and Conclusions

Major conclusions from the findings presented in different chapters are summarized below regarding the literacy status of the population, means and methods of acquiring literacy, and people's perception and expectations about literacy.

1. *Definitive assessment of literacy.* The findings of the study present definitively the status of literacy of the population and benchmarks for future efforts in literacy based on the application of scientific and

objective research methods. *For the first time in Bangladesh, a purposefully designed literacy assessment instrument was used on a nationwide sample, adequate to draw conclusions about different levels of literacy achievement of the population with breakdowns for gender, age, geographic location, and a number of other socio-economic attributes.*

2. *Literacy status determined by test administered individually to a nationwide sample.* The overall literacy rate of 41.4 percent for population 11 years and above is considerably lower than the officially announced statistics regarding literacy rate, but is consistent with other recent findings, such as, other recent surveys, the sample survey result of *Education Watch 2001*, and the trend of progress between decennial population censuses. (Results of the most recent census in 2001 remain unpublished.)
3. *Over half of the population "non-literate" and ten percent "semi-literate," - but still below initial literacy.* In the non-literate category, three quarters scored between 0 and 10 on a hundred point scale. The ten percent, who scored between 25 and 50 and classified as semi-literate, could make use of their skills in extremely limited ways, if any, in life situations. All of these people, the majority adolescents and youth, have passed the primary education age. The younger among them need "second chance" nonformal basic education, equivalent of primary education; the older ones can benefit from literacy courses that are of high quality and linked to continuing education opportunities.
4. *A picture of large gender and other disparities.* The literacy status of the population manifests large disparities in terms of gender, socio-economic attributes, and geography. Most pervasive is the disadvantage of girls and women and most pronounced is the urban-rural gap. If literacy is seen as a means of overcoming socio-economic divisions, and promoting social mobility, clearly much remain to be done. However, gender equality in literacy rate for the age-group 11-14 years reflects the result of recent progress in this respect in primary education. For other groups and strata in the sample population, perhaps some progress in respect of gender equality could be detected, if comparable data from the past were available.
5. *Only one-in-five with self-sustaining literacy skills.* The advanced level in literacy skills, a level of self-sufficiency that permits people to apply the skills effectively in their life situations and use the skills on their own for further learning, has been achieved by

only 20.4 percent of the population. The socio-economic impact of literacy and use of literacy in improving the quality of life and enhancing the prospects in livelihood are likely to be seen with people reaching the advanced level. The population with only initial literacy, 21 percent of the 11 years and above group, is not in a position to take advantage effectively of the benefits that literacy offers in personal self-realization and collective social and economic development. *It should be noted that initial level of literacy, according to the criterion used in the survey, is truly "initial," as a review of the items in the test used in the survey will show.* This group requires further and continuing learning opportunities for improving and using its literacy skills.

6. The principal means of acquiring literacy, according to the survey, is primary education and schooling beyond primary education. However, the survey shows that only a prolonged exposure to primary and secondary education assures acquisition of literacy skills and their sustainability. Of those who had a full five-year cycle of primary education, 35.6 percent were not literate even at the initial level. Close to hundred percent literacy either at the initial or advanced level requires attendance in school for 10 years, i.e. completion of five years of secondary education. *The conclusion is not that literacy skills can be acquired only with long years of schooling. This situation is rather a very disturbing commentary on the quality of education in the country.* Those who attended nonformal primary education programmes, 97 percent achieved literacy on completion of five years, compared to around two-thirds doing so in government and government assisted primary schools and ebteyee madrassas.
7. *Minor impact of non-school means of acquiring literacy skills.* Non-school means of acquiring literacy, such as, literacy courses and campaigns, according to the survey, have not been effective. Less than four percent of the respondents reported that they used exclusively non-school means of literacy learning including TLM and learning at home. Only 3.5 percent of this population actually achieved literacy. Among those who said they attended only TLM courses as a means of acquiring literacy, only 1.3 percent were found to be literate. The total stock of literacy in the population as well as the literacy outcome for individuals is usually the result of a combination of different means and modalities, such as, attendance in school for some years, participation in literacy courses, and self-learning. *Adult literacy programmes of the type prevalent in Bangladesh, TLM being the principal one, as exclusive means of acquiring literacy, seem to have a minor impact in improving the literacy status of the population.* This is not necessarily an indictment of adult literacy programmes in general. But this situation clearly speaks for caution and need for professionalism in designing such programmes and the need to look at complementarity of means and application of quality criteria in these programmes.
8. *Two main uses of literacy - personal communication and helping children in their study.* Use of literacy skills is a function of the level of skills acquired and real and perceived opportunities for their use. Based on responses to questions about use of literacy, it can be said that overwhelmingly, people used literacy skills for personal written communication and to guide and help their children in education. They also used literacy for reading for information or pleasure and found its use in work situations. Most people did not seem to use their skills to seek information or knowledge for improving their living condition and quality of life. More of the people with advanced skills used literacy in work and occupation-related situations and to seek knowledge and information for improving quality of life than those with initial skills. More women used their skills for personal communication and helping their children in schoolwork than men. The low use of literacy for improving daily life situations and quality of life in general is probably related to availability of relevant and plainly written reading materials that are found useful and attractive by readers, especially those with the initial level of skills.
9. *Perceived needs - livelihood skills, community learning centres and special women's programme.* Almost three quarters of the literate population and 80 percent of those with advanced literacy expressed the need, by way of post literacy and continuing education programmes, for learning opportunities related to income-earning skills and improving livelihood. About half of the respondents, in both the groups with initial and advanced literacy, saw the need for multipurpose village or community learning centres as well as special continuing education programmes for women. Library/reading rooms and education about legal and human rights have not been accorded a high priority by respondents - possibly due to their negative experience and judgment in this regard or lack of familiarity with these, rather than their rejection of the intrinsic value of these learning opportunities.

10. *Greater priority needed to multipurpose community centres and women's special programmes.* Livelihood related learning opportunities is clearly a strongly perceived need, but this begs the question how this need can be fulfilled effectively, especially when more of the literates have literacy skills only at the initial level. Effective models on a large scale for this purpose do not exist. On the other hand, multipurpose community learning centres and special programmes for women designed to sustain and improve literacy skills and promote their use in life situations exist in many developing countries. While post-literacy and continuing education programmes with a focus on income-earning skills have been initiated with donor support, the other expressed needs have received insufficient attention from policy-makers in Bangladesh.

Policy Implications

The findings of the study and the various statistics from the survey about the state of literacy in the country show the results of past efforts, but also hold important lessons and implications for future policy and priorities in this regard. It is clear that the goals set regarding literacy within the framework of Education for All to "eradicate" illiteracy by 2004 or 2005 are not realizable and that the rapid progress reported to have been made toward this target is not real. In fact the premises underlying the goal of "eradication" are questionable. The study lends support to the concept -- as has been argued since the 1960s by Paulo Freire and others and re-asserted by the Education for All objectives from Jomtien (1990) and Dakar (2000) and the International Conference on Adult Education in Hamburg (1997) -- that literacy is a *process* of developing skills and knowledge and applying these in life rather than an event that ends with awarding a certificate after a two hundred hour course.

Jomtien and Dakar objectives have recognised the futility of the analogy of eradicating a contagious disease with a mass vaccination campaign and the complexity of enabling adult populations on a mass scale to acquire a level of literacy skills that make a difference in their lives. The objectives and strategies for Education for All set in Jomtien and reviewed and renewed in Dakar have - (a) underscored the importance of a broad concept of basic education and the need for creating the conditions and opportunities for life-long learning in which development and use of literacy skills are embedded, and (b) set relatively modest goals for adult literacy targets for 2015. (UNESCO, 2000)

The Dakar Goals adopted in 2000 endorsed the target for each country of reducing illiteracy by half by 2015,

urging each country to begin from where it stands and undertake a serious and determined effort. At the same time, the Dakar goals require countries to achieve a much faster progress towards the target of universal primary education of acceptable quality for children and to remove gender disparity in education, thus building the foundation for self-sustaining and functionally effective literacy in society.

Policy implications arising from the findings and conclusions of the present study relate to conceptualisation of literacy efforts, the need for making literacy activities an integral part of a comprehensive vision for nonformal and adult learning, the mutual complementarity between formal education and life-long nonformal learning, and programme strategies that reflect the policy premises.

1. *A combination of quality primary education, nonformal basic education for adolescents and youth, and a network of nonformal and adult education programmes is essential to combat illiteracy.* The study provides a strong endorsement for an approach to struggle against illiteracy that combines effective primary education of acceptable quality, nonformal basic education equivalent to primary education for adolescents and youth as a "second chance," and demand-based literacy courses for youth and adults as a part of a network of adult and nonformal learning programmes. An integrated and comprehensive approach for literacy and continuing education can lead to sustainable and functional literacy skills that respond to needs of individual fulfilment and social and economic development.
2. *The state of literacy in the country is a strong indictment against the poor quality of primary education and schooling in general; major improvements in primary education is essential to make progress in literacy.* As the study shows, of those who have completed five years of primary education, one-third are without literacy skills; and it takes ten years of schooling to ensure that a population group is close to 100 percent literate. The disturbing situation in primary education revealed in the present study re-confirms the poor learning achievement of students in primary schools reported in *Education Watch 2001* and other studies. The struggle against illiteracy cannot be won and the personal and social benefits of literacy cannot be realized until a very substantial improvement is achieved in the quality of primary education, which is the principal means of improving the literacy status of the population. The aim should be to enable a person to achieve sustainable and functional literacy skills by

the time one completes three years of primary education.

3. *Fixed duration campaigns to carry out literacy courses on a mass scale are not effective.* Campaigns of fixed duration with a focus on mechanical acquaintance with alphabet and targets for declaring districts as "free from illiteracy" do not reflect an understanding of literacy and how it can make a difference in lives of people. The overwhelming burden of evidence from international experience is that a broader scope of objectives in terms of functionality and sustainability of skills and links with opportunities for use of skills in real-life situations are essential ingredients of effective programmes. Vision and plans for the future must take into account this lesson from accumulated experience. An expanded view of learning objectives also suggests a more integrated programme approach combining in a flexible way basic literacy, consolidation of literacy skills and their application through involvement of learners in development activities, including income-earning activities and learning specific skills for that purpose.
4. *A strong demand exists for post-literacy training in income-earning skills, but no model exists for meeting this demand successfully on a large scale.* Contribution to poverty alleviation has been a key rationale of the government for the basic literacy initiative and its follow-up with a restricted concept of continuing education focusing on income-related skill generation. This narrow view of literacy and continuing education raises two kinds of questions: (a) Skill training can lead to better earning only with ancillary support and creation of necessary conditions, such as access to credit, management advice, market information, and links with potential employers, which normally fall beyond the purview of the educational programmes, and (b) Poverty is not just a matter of income. Improvement in health and nutrition and protection from diseases, knowledge and practice of family planning, priority to children's education, status of women in family and community and their participation in economic activities outside home, information and knowledge of government services and people's claim to these are only some of the factors that affect in important ways people's economic well-being and quality of life. A network of broadly conceived and locally adapted literacy and nonformal education programmes, therefore, is likely to have the most impact on poverty. This is corroborated by a high priority accorded by the survey respondents to multi-purpose community learning centres and special continuing education programmes for women.
5. *Besides the literacy objective, a wide spectrum of learning objectives, complementary to basic literacy and necessary for sustaining and improving literacy skills, need to be served by nonformal and continuing education programmes, which should form a new vision of literacy and continuing and life-long learning.* The learning objectives not given sufficient attention in current public sector NFE efforts include:
 - a) early childhood development and pre-school education;
 - b) nonformal alternatives for children not able to participate in formal schools;
 - c) second-chance opportunities for basic education for older adolescents, not enrolled in school, or drop-out, (except for a small basic education project for children engaged in child labour);
 - d) life-long learning opportunities for personal fulfilment, acquiring new productive skills and life-skills, enhancing knowledge and skills as a citizen and community member;
 - e) nonformal training in vocational, entrepreneurship and employment-related skills; (some of these are anticipated in the newly launched post-literacy and continuing education projects); and
 - f) enhancement of the *informal* learning environment through wider availability of reading materials, information dissemination and encouragement of cultural expressions in the form of reading rooms, multi-media centres, and self-learning and interest groups in the community.
6. *Management of literacy, continuing education and nonformal education needs to be based on government-civil society partnership and decentralized enough to make it responsive to local conditions and accountable to the community.* It is neither necessary nor very efficient to have all or most programmes managed by an NFE agency in the public sector such as DNFE. Many of the activities can be carried out by private sector, NGOs, and community organizations with appropriate financial incentive and technical support from the government and other sources. There are choices to be exercised regarding who among potential providers of services should have what responsibility and how all can contribute to meeting the critical and diverse learning needs of people. A larger role for various non-government actors would mean that the role of a government agency such as DNFE will be more of a professional organization working in the areas of developing

overall policies and priorities, creating supportive and facilitative mechanisms, providing finances and helping mobilize resources. It will also set, working with non-government providers of services, quality norms and enforce these through overall monitoring and assessment, and generally help promote and protect public interest.

7. *It is necessary to follow a policy of affirmative action and target the disadvantaged and marginalized sections of the population with strategies that address their specific needs.* Gender disparity in literacy remains persistent and pervasive. Ethnic and linguistic minorities, slum dwellers and the ultra-poor who continue to be outside most education programmes are difficult to reach. Specialized and more directly targeted projects would be required for these groups. Gender issues need to be addressed both in respect of management structures as well as pedagogical aspects. Special attention is needed to ensure that a higher proportion of women than at present are in management, supervisory roles, and training and learning materials development. A sensitive approach is needed to make programmes inclusive and appropriate in learning content and teaching practices in respect of people with disabilities. Social mobilization efforts need to be directed specifically at

overcoming traditional attitudes regarding gender, disabilities and ethnic and cultural differences.

8. *The National Plan of Action (NPA) should reflect a broad vision of a learning society and life-long learning and, at the same time, become an active planning document of the government.* The National Programme of Action for Education for All in line with the Dakar Framework for Action needs to reflect a vision of a comprehensive basic, nonformal and adult education approach with demand-based and flexible literacy and continuing education programmes as important components. It should be based on a credible assessment of progress made in literacy and results achieved from recent literacy and nonformal education programmes. The NPA should be linked to planning and budgeting of development activities and not remain a statement of noble intentions.

It is the expectation of the *Education Watch* team that the findings and conclusions of the present study, based on a nation-wide sample survey undertaken specifically to assess the literacy status of the population, will establish the benchmarks for literacy rates and end any remaining confusion on this subject. It is also hoped that the results of the study will be used to shape a new vision and develop future plans for literacy, continuing and lifelong learning.

Chapter One

INTRODUCTION

The theme of Education Watch 2002 is literacy. This introductory chapter presents a brief background on primary education and literacy in Bangladesh and provides an introduction to Education Watch and its recent activities. The organisation of this report is also described in this chapter.

Aristotle, the Greek philosopher and educator, said, "The educated differ from the non-educated as much as the living from the dead." The importance of education in human development is not a new discovery. From classical economists to recent writers on development, many have recognised that education is critical for economic and social development (Smith 1776, Marshall 1890, Becker 1993, Sen *et al* 1995). Education builds human capabilities and opens opportunities. It stimulates and empowers people to participate meaningfully in their own development.

In today's world there is still a large number of people who have never stepped into an educational institution. In 2000, more than 880 million adults around the world were illiterate, and more than 113 million children were out of school, 60 percent of whom were girls (UNESCO 2000). Majority of the world's illiterates live in the developing countries with almost 400 millions in the South Asian region (Haq and Haq 1998). The out of school children in South Asia consists of about two fifths of such children in the globe. The *South Asia Human Development Report* of 1998 noted that the challenge for education in the region consists of six major tasks (Haq and Haq 1998):

- i) enrolling all children in primary schools,
 - ii) improving the quality and relevance of education,
 - iii) providing more and better teachers,
 - iv) removing all gender disparities,
 - v) building relevant technical skills, and
 - vi) mobilising adequate financial resources.
- All six of these challenges apply to Bangladesh.

Progress in Basic Education

Bangladesh made progress in basic education, especially primary education, during the decade since the adoption of international EFA (Education for All) goals in Jomtien, Thailand in 1990. About 80 percent of the primary school age children are currently enrolled in schools, of which three quarters complete the full five-year cycle of primary education (Chowdhury *et al* 2002). Gender parity in enrolment has been achieved. However, the attendance rate of students has not exceeded 60 percent and the skills and quality of teachers remain seriously deficient. Most critically, progress in enrolment has not been matched by improvement in quality of education. The *Education Watch* 2000 investigation on quality of primary education reported that students did not learn much through the existing education provisions in the country. Only 1.6 percent of the primary cycle completers achieved all the cognitive competencies prescribed by the national curriculum (Nath and Chowdhury 2001). The investigation about teachers and teaching, as a part of the 2000 report, underscored the conclusion that the teaching learning process needed to be transformed in order to get better results (Alam and Haq 2001).

Formidable problems still remained with regard to access and participation. Taking into account the current net enrolment rate and the completion rate, it can be said that over 40 percent of the eligible children do not complete the five-year cycle of primary education in the country. Although the State is the main provider of primary education in Bangladesh, with about three quarters of the

students enrolled in State-run and State-assisted schools, there are other service providers too. At least eleven types of primary schools exist in the country, indicating considerable pluralism in education provisions¹. However, they exist more by happenstance than by design and there is not enough coordination and little cross-fertilisation of learning from each other. The non-governmental organisations play a significant role in running creative programmes for children of the poor, not served well by the public system. However, their total effort is relatively small and they receive little or no government support.

The primary education system in the country is the main means of spreading literacy skills among the population. There are other small and large-scale initiatives in youth and adult illiteracy. These include local initiatives by social organisations, literacy centres of the national NGOs and literacy courses implemented by community and non-governmental organisations with assistance from the government Directorate of Non-formal Education (DNFE). In addition, the government launched a Total Literacy Movement (TLM) in 1994 with the aim of removing illiteracy from the country within a decade (Husain 2000). Under this programme a six-month campaign to open and run literacy classes are organised in order to "eradicate" illiteracy in a district. This programme has been financed entirely by the government, unlike other nonformal education programmes which receive external assistance, and is managed by the district administration. Non-government organisations have not been largely involved in this programme by government decision.

According to DNFE information, through TLM and other youth and adult literacy activities, some 17 million people have participated in literacy programmes during the period from 1994 to 2000 (Ahmed and Lohani 2002). As a result of all these activities, the government has claimed that by 2002, two-thirds of all adults in the country have become literate (The Daily Star 2002). It has also been announced that six districts have become "free from illiteracy" and that several other districts are ready to lay this claim. However, there has been no independent and objective evaluation of the outcome of the literacy efforts or their functionality and sustainability (JBIC 2002). There is widespread scepticism about the claim about achievement in literacy rate (Ahmed 2002).

¹ These are Government primary school, Registered non-government primary school, Non-registered non-government primary school, Experimental school, Community school, Satellite school, High school attached primary section, Kindergarten, Ebtedayee madrassa, high madrassa attached primary section, and Non-formal primary school (Primary and Mass Education Division 2002).

² An individual able to read and write a simple letter in any language is considered literate. Reported literacy is recorded through population censuses by asking an adult member of a household to report about the literacy skills of all members of his/her household.

Recent Literacy Findings

In the third *Education Watch* of 2001, literacy was a component of the sample survey. The national census definition of literacy was used and information was collected in the way it is done in the decennial population censuses². It was found that the literacy rate among population 7 years and above was 37 percent and the adult literacy rate (15 years and above) was 41.6 percent (Chowdhury *et al* 2002). These findings are consistent with historical progress seen on the basis of population censuses. The country's adult literacy rate (according to census reports) was 23.8 percent in 1981 and 35.3 percent in 1991 (BBS 1995, BANBEIS 2000). The 2001 census result on literacy has not been released.

Education Watch 2001 observations regarding literacy were the following.

- A valid and credible benchmark for literacy status was absent.
- There was a need for objective and independent assessment to establish the literacy status of the population.
- Such an assessment should be the basis for future strategies and planning for literacy and continuing education in the country.

The evolution of concepts and practices in measuring adult literacy shows how it moved from measuring "simple literacy" to assessing the acquisition of broadbased "functional literacy" (See Chapter 3). A dichotomous view of literacy (i.e., designating one as either literate or illiterate) is a popular one which remains the basis for much of literacy measurement as in household surveys. Moreover, "self-rating" (asking an adult of a household to rate how many in the household are literate) is also another feature of dichotomous measurement. The view of literacy as a set of "continuous" skills and assessment on the basis of a continuous scale necessitates reconsideration of the criteria for assessing literacy skills and the use of individually administered testing. Such assessment has been conducted in a number of countries including US and Canada, which is carried out through sampling of the population. Two recent examples of this involving developing countries include the OECD sponsored International Adult Literacy Survey and the assessment of functional literacy levels of the adult population in Cambodia³.

The definition of literacy in Bangladesh used in reporting literacy statistics is very similar to that in

³ The third International Adult Literacy Survey measured literacy in three domains, viz., prose, document, and quantitative. The results were reported on a scale from 0 to 500 divided into five levels, basic to most advanced. On the other hand, the Cambodian study considered four areas of assessment, viz., reading, writing, numeracy and life skills. The results were reported on a scale from 0 to 100 which was divided into four levels, illiterate, basic, medium and self-learning.

common use in many countries, which is dichotomous and based on self-rating⁴. Decennial censuses have provided official statistics on the literacy rate in the past.

Some attempts have been made to assess "basic competencies" including literacy skills of children by constructing and administering tests to individuals. In the aftermath of the Jomtien conference, an initiative was taken to measure the level of basic educational competency of the children aged 11-12 years (UNICEF 1992, Chowdhury *et al* 1994). This instrument called Assessment of Basic Competencies or ABC allowed measuring literacy skills of children combining three skill areas, viz., reading, writing and numeracy. A countrywide representative sample survey showed that literacy skills of children in the 11-12 year age range was 39.6 percent in 1993 (Nath *et al* 1993). A later survey using the same instrument showed that the rate went up to 42.5 percent in 1998 (Nath and Chowdhury 2002). Another survey-based attempt was made by the World Bank which measured literacy combining four assessment areas, viz., reading, writing, oral mathematics and written mathematics (Greaney *et al* 1998). This study took only the rural population aged 11 years and above. The findings showed that 29 percent of the respondents failed to acquire a minimum level of skills in any of the subject areas and 10 percent achieved the minimal level in each subject area - the remainder falling in the middle.

An assessment of grade five students in a sample of 150 schools undertaken in 1999 as a part of Primary School Performance Monitoring Project showed that the average of correct answers in a test of competencies in Bangla was 41 percent and in Mathematics it was 18 percent (PSPMP 2000). The "acceptable" score was 50 percent.

Education Watch and Its Recent Reports

Education Watch was set up in 1998 by a group of like-minded organisations and individuals concerned about education in Bangladesh. Its aim is to conduct periodic independent review of the state of basic education in Bangladesh through research, surveys and studies. A further aim is to disseminate its findings, enhance public awareness about education and promote public participation in educational policy dialogue. The Campaign for Popular Education (CAMPE), a forum of about 400 NGOs involved in education programmes in the

country, serves as the secretariat of *Education Watch*. So far three annual *Watch* reports have been published on various aspects of primary education. The first report titled *Hope not complacency*, published in 1999, dealt with the issues of internal efficiency of primary education. The second report titled *A question of quality*, published in 2000 in three volumes, explored the quality of education including students' learning achievement and teacher training. The third report, *Renewed hope daunting challenges* published in 2002, revisited aspects of internal efficiency and examined private expenditures for schooling and school budgets. Questions on the literacy status of the population also were included in the sample survey undertaken as a part of the study.

The findings about the literacy rate from *Education Watch 2001* reinforced the prevailing view among concerned citizens about the need for clarifying the definition of literacy and establishing benchmark statistics about literacy. The Advisory Board and the Working Group of *Education Watch* discussed the issue several times and agreed that an in-depth exploration of the state of literacy in the country should be undertaken.

Organization of the Present Report

The present *Education Watch 2002* report attempts to establish definitively the baseline for the literacy status of the population in Bangladesh by administering individually a purposefully designed test instrument for the first time on a randomly selected national sample. This report has eight chapters in addition to the overview. Following the introduction, Chapter 2 briefly presents an international perspective on literacy. Chapter 3 describes the methodology of the study, including the sample design of the national survey and the development of the literacy test. Chapter 4 presents the literacy status of the population based on the results of the national literacy survey. The socio-economic correlates of literacy are presented in Chapter 5. A socio-economic profile of the respondents based on the survey is annexed to this chapter. The relationship between education provisions and literacy are presented in Chapter 6. The findings of the survey on uses of literacy skills and expectations about post-literacy programmes are described in Chapter 7. Chapter 8 presents the summary of findings, conclusions and policy implications of the findings.

⁴ Definition of literacy used in various censuses are:

1940's and before: Capability of writing one's name.

1951 census: Ability to write a sentence in Capital letter in any language (no emphasis on comprehension).

1961 census: Capability of reading with comprehension.

1974 census: Capability of reading and writing a simple letter in Bangla, English, Arabic or Urdu.

1981 and onwards: Capability of reading and writing a simple letter in any language.

Chapter Two

LITERACY - AN INTERNATIONAL PERSPECTIVE*

This chapter provides an international perspective for the literacy effort. The context of EFA and lifelong learning for literacy is noted. The evolution of the concept of literacy and its different meanings are discussed. A brief historical sketch of literacy campaigns and programmes are presented. The need to place the literacy effort within a new common vision for literacy, basic education and lifelong learning, helping build the learning society, is underscored.

Introduction

This year marks the beginning of the United Nations Literacy Decade, 2003-2012, proclaimed by the United Nations with the motto "Literacy as Freedom." The freedom to access the world of knowledge and information and to communicate freely with written words is taken for granted by those who possess the empowering tool of literacy. Almost a billion adults and children deprived of the opportunity to become literate or to attend a school perhaps know best the freedom they are denied. The aim of the United Nations Literacy Decade is to renew the commitment of nations and the international community to achieve the Education for All goals set for the year 2015.

The initiative for a Literacy Decade came from the Fifth International Conference on Adult Education held in Hamburg (1997). The idea received strong support from many countries at the World Education Forum in Dakar in 2000 as a means of adding momentum to the global EFA effort.

The two global conferences on education held respectively in Jomtien (1990) and in Dakar (2000) articulated the international commitment to basic education for all. The 1990 Jomtien World Conference on Education for All - sponsored by the organizations most active in international education cooperation and preceded by an extensive preparatory process involving countries, professional bodies, and non-governmental organizations -

represented a summation of experience of past decades and lessons for future priorities and strategies. Jomtien's declaration and framework for action advocated an "expanded vision" of basic education that meets the learning needs of children, youth and adults. The literacy effort is viewed as a component of the total basic education effort encompassing early childhood education, primary education, literacy for youth and adults, expanded opportunities for skill training, and increased access to knowledge and information for the whole population. Set in this larger context of basic education and learning needs of people, literacy as the means of "learning to learn" cannot but be an essential element of basic education for children and youth and of programmes of basic education for adults (Ahmed 1999).

The Dakar World Education Forum reviewed the progress in EFA since Jomtien and considered new goals and strategies (Annex 2.1). It was noted in Dakar that some progress had been made during the decade of the 1990's. The adult literacy rate went up from 64 percent in 1990 to 76 percent in 1997 (UNDP 1999). The net primary school enrolment rate reached higher than 80 percent in the developing region and gender disparities declined. However, many countries did not achieve the targets of the Jomtien conference and Education for All remained a distant goal for many. The Dakar Goals adopted in 2000 endorsed the target for each country of reducing illiteracy by half by 2015, urging each to begin from where it stands and undertake a serious and

* Abu Hamid Latif has contributed to the preparation of this chapter.

determined effort. At the same time, the Dakar goals require countries to achieve a much faster progress towards the target of universal primary education of acceptable quality for children and to remove gender disparity in education, thus building the foundation for self-sustaining and functionally effective literacy in society (UNESCO 2000).

The Fifth International Conference on Adult Education (CONFINTEA V), echoing the Jomtien goal of Education for All, described adult education as a right and a key to the twenty-first century. The agenda for the future was set out in the 27-point Hamburg Declaration renewing the commitment to the development of adult learning opportunities. Literacy was viewed as a part of a lifelong learning process, which can make a difference in livelihood of the population and can contribute to creating the learning society (UNESCO 1997).

The Policy Dialogue on Adult and Lifelong Learning with participants from Asian countries held in Hyderabad, India in April 2002 endorsed the CONFINTEA V and Dakar World Education Forum commitments (Annex 2.2). It concluded that lifelong learning, leading to the creation of the learning society and the learning community, provides an overarching vision of education for all. It underscored that literacy forms a critical input and helps build the foundation of lifelong learning which is the ultimate aim of Education for All (Singh 2002).

The Contextual Meanings of Literacy

There has been a continuing debate on what constitutes literacy and how to define it. A UNESCO definition, "to read and write a simple statement on everyday life," (UNESCO 1993) is popular but is not satisfactory to many. The critics do not see literacy as only a decoding and encoding skill. They regard the acquisition of literacy skills as a socialisation process rather than simply learning certain techniques (Street 1984). Paulo Freire, the Brazilian educator, viewed literacy as a process of "conscientization" which involves, in his words "reading the world" rather than just reading the "word" (Freire and Macedo 1987). A variety of definitions for literacy have been formulated and used by different countries at different times. Most have recognised in varying degree the functional and instrumental character of literacy in people's life, going beyond the mechanics of "decoding" alphabet.

In fact, there is no one UNESCO definition or one that has gained common acceptance, because a meaningful and useful definition of literacy has to be specific to its social and cultural context. As early as in 1965, the World Conference of Ministers of Education on Eradication of

Illiteracy held in Teheran concluded that:

Rather than an end in itself, literacy should be regarded as a way of preparing man [and woman] for a social, civic and economic role that goes far beyond the limits of rudimentary literacy training consisting merely in the teaching of reading and writing. The very process of learning to read and write should be made an opportunity for acquiring information that can immediately be used to improve living standards; reading and writing should lead not only to elementary general knowledge but to training for work, increased productivity, a greater participation in civil life and a better understanding of the surrounding world, and should ultimately open the way to basic human culture (UNESCO and UNDP 1976).

In the 1970s, the concept of "lifelong learning" got currency and was discussed at different forums. The UNESCO-appointed Faure Committee Report of 1972 entitled *Learning to Be* made a passionate appeal to all nations of the world to reorganise their educational structures on two basic premises: first, that a learning society is one in which all agencies within a society become providers of education, and second, that all citizens should be engaged in learning, taking full advantage of the opportunities provided by the learning society (Faure 1972). Further impetus to the idea was provided in 1996 with the report by Delors *et al*, *Learning: The Treasure Within*. Pronouncing the four pillars of education in the 21st century to be *learning to know*, *learning to do*, *learning to be*, and *learning to live together*, the Delors Report laid strong emphasis on renewal of knowledge, skills and learning abilities of individuals to adapt to the new environment. The report advocated the acquisition of a sound general education, learning throughout life, acting creatively in and on one's own environment, acquiring occupational skills, and also more broadly, being able to face rapid social change and work in teams (Delors *et al* 1996).

A number of statements from different sources, cited in the report of the Cambodian literacy assessment, sheds light on the variations and nuances in the meanings of literacy and the characteristics of a literate person: (Ministry of Education, Youth and Sports 2000)

1. Literacy is a characteristic acquired by individuals in varying degrees from just above none to an indeterminate upper level. Some individuals are more literate or less literate than others, but it is really not possible to speak of literate and illiterate persons as two distinct categories (UNESCO 1957, cited in Oxenham 1980).
2. A person is functionally literate when [s]/he has

acquired the essential knowledge and skills which enable him [or her] to engage in all those activities in which literacy is required for effective functioning in his [or her] group and community, and whose attainments in reading, writing and arithmetic make it possible for him [or her] to continue to use these skills towards his [or her] own and the community's development (UNESCO 1962, cited in Oxenham 1980).

3. The concepts 'functional literacy' and 'functional illiteracy' were introduced to distinguish the higher-order level of abilities that separate those who are barely able to read and write ('functional illiterates') from those who function effectively in community, and at home ('functional literates') (OECD 1992).
4. Effective literacy is intrinsically purposeful, flexible and dynamic and involves the integration of speaking, listening and critical thinking with reading and writing (Dawkins 1991).
5. What we call 'writing' need not always be defined by the Gutenberg tradition of script on paper which has been reproduced by the printing press. In a broader sense, writing is definable as any sort of meaningful inscription, and in the case of Aboriginal Australian (for example) this would include sand printings and drawings..... body markings, printings as well as engravings on bark or stone (Davis *et al* 1990).
6. The very notion of literacy has evolved; in addition to reading and writing and numeracy skills, people now also require technological and computer literacy, environmental literacy, and social competence. Educational institutions have a major role in preventing the social and economic exclusion, and cultural alienation, that can result from a lack of appropriate skills (OECD 1996).
7. Literacy is part of the process by which illiterate people become aware of their personal situation - and learn to do something about improving it. Learning to read, write and count are steps towards achieving political, economic, cultural and human rights. This, in turn, enables people who learn to read to play a role in making their world a better place to live. Although literacy may not be the great panacea that leads to happiness and wealth, it could lead to change in the way power is distributed in society (Paolo Freire, cited in UNESCO 1991).
8. A person is literate who can with understanding both read and write a short simple statement on his everyday life (UNESCO 1995).

A Historical Sketch

Motivated primarily by the desire to teach people to read the Bible, concerted efforts in adult literacy began in Germany, Sweden and Scotland in the 16th century and spanned over two hundred years, resulting in high levels of literacy in these countries. In the developing world, European and North American missionaries were often the first to translate indigenous languages into written forms and then teach adults to read them. The aim was the same - that people be able to read for themselves the "Word." Similarly, as Islam spread from the Middle East to West and North Africa, to Indonesia and to the southern Philippines, millions of young men and a smaller number of women were taught to read Arabic in Q'uranic schools in order to read their Holy Book. Literacy was firmly linked to a "Religion of the Book" (Jennings 1990).

Although Russia has a long history of attempts to eradicate illiteracy, the first state-supported national literacy campaign in the known history of the world took place in the twentieth century in the Soviet Union in the wake of the massive political revolution of 1917. As with Christianity and Islam, there were writings to be read by the people, the works of Marx and Lenin.

In all these cases, literacy was not an end, but a means to an end. Literacy, in short, in the context of all these vigorous religious and political movements, was not just literacy in the currently popular sense of mastering the mechanical rudiments of reading and writing; it was functional literacy - literacy with an inspired purpose, a means to what was seen to be a better life (Coombs 1985, cited in Jennings 1990).

After Second World War, many newly independent nations, launched mass literacy programmes/campaigns for eradication of illiteracy. An estimate made in 1982 reported that there were approximately 50 such national campaigns in the 1950s and the 1960s. Examining case studies of eight national literacy campaigns, an attempt was made to differentiate between a campaign and a mere literacy programme:

To be so called, a campaign must be an organized large-scale series of activities, focused with some intensity on a set of objectives to be achieved within some pre-determined period of time. A campaign suggests urgency and combativeness; it is in the nature of an expedition; it is something of a crusade. Thus a 'literacy campaign' is markedly different from a 'literacy programme' which, though also planned systematically to meet certain objectives, may lack both urgency and fervour (Bhola 1984, cited in Jennings 1990).

One of the most widely publicized mass literacy

campaigns was launched in Cuba in January 1961. It was a nine month campaign with 95,000 members of youth brigades who served as volunteer teachers, many of whom left cities to teach in the countryside. Cuba's campaign was carried out when primary education enrolment was high, over 70 percent adult literacy had been already achieved, and a strong revolutionary fervour mobilised the whole society. Fidel Castro declared Cuba to be a "Territory Free from Illiteracy" on 22 December 1961 (Jennings 2000).

The Nicaraguan Literacy Crusade also received world attention. Following the Sandinista victory, the campaign was launched in 1980 with the argument, "that the eradication of illiteracy was a necessity for the consolidation of the Revolution and a step toward establishing a labour force adequate for carrying out the revolutionary process." As a first step, a census was taken to record the literacy level of the Nicaraguans. A total of 80,000 literacy teachers were trained for the campaign. As in Cuba, there was an urgency combined with a strong political and community will to achieve the goals (Deiner 1981, cited in Jennings 1990).

After the Communist take over of power in China in 1949, a campaign was started to achieve universal literacy. The campaign has been of a much longer duration than Cuba's or Nicaragua's campaigns. It was a gigantic task in which major strides were made, but it remained a "fundamental national goal of China" still to be achieved. Tanzania also started a series of programmes and campaigns for eradication of illiteracy and succeeded in raising the literacy rate, but found it difficult to ensure retention and effective use of literacy skills (Jennings 1990).

Thus five countries including the Soviet Union reportedly made drastic reductions in the national illiteracy rate. Among these five, three were in Communist block and two had strong socialist leanings. All the campaigns followed major political changes and were seen as a part of the consolidation of the revolutionary principles. In the two countries - Cuba and Nicaragua - with relatively small populations and fairly high initial literacy rates, the campaign's goals were seemingly accomplished quickly with a single, massive, frontal attack. In the two countries with initially high illiteracy rates and the world's largest populations - China and Russia - the illiteracy rates were significantly reduced over several decades. Comparing population and initial literacy rates, Tanzania was in between these two categories, and in a decade achieved somewhat less remarkable success by bringing the illiteracy rate down from a little over two thirds to about one third of the adult population.

The most well-known mass adult literacy programmes in the developing world was initiated by Dr. Frank

Laubach, an American missionary working in the Philippines. Following his work in the 1930s in the Marano language, his method has been applied to over three hundred languages. He travelled widely promoting the ideas and promises of literacy. He worked not only with church groups but also with governments to devise national strategies for eradicating illiteracy. He devised a sound-syllable method and advocated a strategy which he called "Each One Teach One," whereby volunteer tutors each taught an illiterate, who in turn would teach someone else. Perhaps the greatest difference in his and the work of earlier missionaries was his concern for literacy acquisition apart from specifically the purpose of reading the Bible. Thus, literacy became detached from any Great Book and became an end in itself. Laubach was one of the earliest advocates and the first promoter of national adult literacy campaigns in the developing world (Jennings 1990).

The launching of the Experimental World Literacy Programme (EWLP) in 1967 was the culmination of a long series of studies and activities devoted by UNESCO, since its inception, to the problem of literacy, adult education and what was earlier called fundamental education. It further testified to a growing awareness in the international community of the political, intellectual and economic consequences stemming from the illiteracy of a large proportion of mankind. The main objective of the experimental programme was to test and demonstrate the economic and social returns of literacy and, more generally, to study the mutual relations and influences which exist or may be established or strengthened between literacy training - particularly among the working population - and development. EWLP comprised five major types of activities, different in their emphasis on skill training, management, size and duration. The first three types included independent and diversified projects covering one or several experiments or subprojects of four to five years' duration. Among these, nine were carried out with financial assistance from UNDP. Four projects were launched in 1967 (Algeria, Ecuador, Iran, Mali), four in 1968 (Ethiopia, Guinea, Madagascar and the United Republic of Tanzania) and one in 1969 (Sudan). The fourth and fifth groups were pilot activities which integrated literacy with a development project. In these categories, UNDP and FAO assisted two countries (India and Syria) in 1970, and in 1971 Sweden assisted two countries (Afghanistan and Kenya), and a Swiss foundation supported one (Niger) (UNESCO and UNDP 1976).

The functional orientation of the EWLP has become a dominant theme. The basic idea originally was to combine literacy and numeracy with a programme of education in basic vocational skills directly linked to the occupational needs of participants. Thus, "functional" literacy was

essentially “work-orientated” literacy. Over time this definition was broadened to emphasise “life-orientated” literacy with programmes focused not only on direct economic concerns but also on health, nutrition, family planning, and other concerns related to daily living, but this shift was late in coming and only affected a few of the programmes.

The crucial lesson of EWLP, as stated in its evaluation report, is the need to avoid viewing or designing literacy as an overwhelmingly technical solution to problems that are only partly technical. A broad, multidimensional approach to both development and literacy is required. Indeed, it would seem that literacy programmes can only be fully functional - and development contexts can only be fully conducive to literacy - if they accord importance to social, cultural and political change as well as economic growth (UNESCO and UNDP 1976).

Paulo Freire’s Psycho-Social Approach

During the time that the EWLP was being conducted, but separate from it, Paulo Freire, first working in his native Brazil and later in Chile, developed what has come to be known as the psycho-social approach to literacy. His books *Pedagogy of the Oppressed* (1970) and *Education for Critical Consciousness* (1973) as well as numerous articles describe his philosophy and methodology. Freire describes literacy acquisition in terms of dealing with the problems of domination and communication:

To acquire literacy is more than to psychologically and mechanically dominate reading and writing techniques. It is to dominate these techniques in terms of consciousness; to understand what one reads and to write what one understands: it is to communicate graphically. Acquiring literacy does not involve memorizing sentences, words, or syllables - lifeless objects unconnected to an existential universe - but rather an attitude of creation and re-creation, a self-transformation producing a stance of intervention in one's context (Freire 1973, cited in Jennings 1990).

Using what he calls “generative words,” the learners are encouraged to create new words with the various syllables. Freire links this creation of words with the illiterate's critical consciousness of reality and the transformation of it what Freire calls “conscientization”. Traditional relationships between teachers and students are no longer possible as they develop a “relationship of authentic dialogue”. Literacy is seen as a means of breaking out of the “culture of silence” to which illiterates have been relegated, and this cannot be accomplished without “praxis,” that is, reflection and action.

Freire sees literacy work by its very nature as a distinctively political act. But failure to act is also a political decision. Likewise, the way in which literacy programmes are conducted reflects the politics of the agents. Freire left an indelible mark in the understanding and practice of literacy work. Even if his approach is not followed fully, no credible literacy effort can ignore any longer the social, cultural and political nature of literacy. One example of the Freirean influence can be seen in the Action Aid education projects in Bangladesh and other South Asian and African countries named REFLECT (Regenerated Freirean Literacy Through Empowering Community Techniques) (Action Aid 2000).

The Total Literacy Campaign in India

Closer to home, the Total Literacy Campaign (TLC) in India was launched in 1988, after various experiments and programs to fight adult illiteracy for four decades since independence failed to produce a substantial impact. TLC has been undertaken in over 550 districts with a target of making 100 million people literate in a decade in the age group of 15-35 years. There are similarities in essential aspects between TLM in Bangladesh and India's TLC.

Overall responsibility for planning and implementing TLC lay with the National Literacy Mission (NLM), a central government agency. It aimed at teaching basic literacy skills (reading a simple text related to learners' experience, copying at the rate of seven words a minute, counting and writing up to one hundred, adding and subtracting three digit numbers, and multiplying and dividing two digit numbers). There is also a general objective of developing what is called “social and critical consciousness.” A standard 200-hour course is taught within a 12-month period. The basic phase is expected to be followed by a post-literacy phase (24 months) and a continuing education phase (5 years) (Karlekar 2000).

The TLC model rested on three premises: a) that literacy can be achieved through a short time-bound campaign, b) that the campaign can be carried out by mobilizing volunteers, and c) that the District Collector/Magistrate, head of the district administration, can be the lynchpin in organizing the campaign in each district. Underlying these assumptions regarding the operational aspects of the campaign was the fundamental premise that a modest level of literacy skills (plus raising the level of “critical consciousness”) that can be achieved through the campaign, in fact, enabled participants “to acquire knowledge of a functional kind which led to power, providing access to a range of skills and communication competencies which ‘converts a half being into a full being’ through access to information” (p.3)¹.

¹ Page numbers in the parentheses refer to pages in Karlekar 2000.

Among various evaluation efforts of TLC, one was based on six field studies carried out under the auspices of the Asian South Pacific Bureau of Adult Education (ASPBAE). Highlights of the report (Karlekar 2000) shed light on the validity and relevance of the basic premises that formed the rationale for TLC:

1. Campaigns have often become “totally target oriented and any failure to achieve the target is dubbed as lack of effort and sincerity.”
2. The concept of literacy *per se* was reduced to a “learn to write your name campaign”. And among those who did go beyond this stage, the relapse into illiteracy was quite significant (p.12). The high rate of relapse into illiteracy clearly indicates that much more [than a time-bound campaign] is required to impart and sustain literacy. “Those who would be able to retain sustainable literacy would form at a rough estimate approximately 12 percent of the originally targeted non-literates” (p.20).
3. The success of the campaign made in a highly literate urban area such as Ernakulam [a district in the state of Kerala], prompted the TLC and PLC (post-literacy campaign) to apply the same approach in other states where the conditions were different. The attempts to replicate the experience of Kerala did not work, because a “cultural movement for literacy requires a vigorous people’s movement and a high literacy rate” both of which were absent in most other parts of the country.
4. One of the positive impacts of TLC was the spurt in school enrolment. Despite feedback on overall positive effects of the campaign, inherent contradictions of all literacy and educational campaigns remained: How can the gains from such initiatives be sustained in the prevailing socio-economic environment of inequalities and disparities? (p. 22).
5. The present focus of NLM on a time-bound thrust should give way to a more durable and sustained program of adult education that responds to the needs of adults as individuals and also as members of disadvantaged groups (p.26).
6. On the whole, disappointment with the mobilization effort of TLC neither transforming into a sustained social movement nor into a learning process has been a big let down for the grass roots level worker (p.28).

Future Directions

Jomtien and Dakar objectives have recognised the futility of the analogy of *eradicating* a contagious disease with a mass vaccination campaign and the complexity of enabling adult populations on a mass scale to acquire a level of literacy skills that make a difference in their lives. The objectives and strategies for Education for All set in Jomtien and reviewed and renewed in Dakar have - (a) underscored the importance of a broad concept of basic education and the need for creating the conditions and opportunities for lifelong learning in which development and use of literacy skills are embedded, and (b) set relatively modest adult literacy targets for 2015, recognizing its complexity and its context-specific characteristics. CONFINTEA V also has underscored the vital importance of developing in each country a new vision for lifelong learning, and building the learning society and the learning community, in which functional and sustainable literacy will be a critical ingredient.

Profound changes are taking place both globally and locally. They can be seen in globalization of economic systems, in the rapid development of science and technology, in the age structure and mobility of populations, and in the emergence of an information and knowledge-based society. The world is also experiencing major changes in patterns of work and employment, a growing ecological crisis, and tensions between social groups based on culture, ethnicity, gender roles, religion and income. These trends are reflected in education, where those responsible for complex education systems are struggling to cope with new opportunities and demands, often with declining resources at their disposal (Ouane 2002).

In facing the challenges of the twenty-first century, the concept of lifelong learning with literacy as an essential component of basic education is more relevant than ever. Yet, with a few noteworthy exceptions, developing countries have not undertaken comprehensive efforts to re-conceive and restructure their education systems within a framework of lifelong learning. Bangladesh falls in this category. The key lesson from an international perspective is that the literacy effort in Bangladesh be looked at and guided by a new and comprehensive vision of literacy, basic education and lifelong learning, contributing to the building of a learning society.

METHODOLOGY AND RESEARCH DESIGN

The literacy situation of Bangladesh was assessed by administering a literacy skills test to a nationwide sample of 13,145 people of age 11 years and above. The stratified sample design allowed estimates at national and sub-national levels for both males and females separately and for different age-groups. The test instrument developed for this purpose covered four assessment areas, viz., reading, writing, numeracy and application of 3Rs and provided scores at four levels of attainment of skills. Assessment of quality of data through post-enumeration check revealed that the data quality was good and reliability co-efficient of the test data was high at 0.94.

Objectives of the Study

Consultation about the theme for *Education Watch 2002* led to the decision that an exploration of the state of literacy in Bangladesh should be undertaken. It was further decided that the study should recognise that literacy reflects a continuum of skills; that the level of literacy should be assessed objectively by administering tests; and that an understanding should be gained about how literacy is acquired, what use people make of it and what expectation people have about it. Some of the prominent socio-economic correlates of people's literacy status were also expected to be examined. With these purposes in view, the study aimed to answer the following questions:

1. What proportions of the population are at different levels of literacy?
2. How has literacy been acquired by the population?
3. What use is being made of literacy skills?
4. What knowledge/ skills do people perceive as relevant for post-literacy learning activities?
5. What are the possible socio-economic correlates of literacy?

It was evident that to carry out the study and to seek answers to the above questions, it was necessary first to:

- a. Formulate an acceptable definition of literacy that goes beyond the mechanical process of identifying written symbols and reflects the functionality of literacy in life; and

- b. Develop a valid and reliable test instrument to assess attainment of literacy skills based on the definition of literacy.

The following sections describe the formulation of the definition of literacy and the considerations and criteria that lay behind the definition, the development of test and other instruments, and determination of the sample design and size. Also presented here is the process followed in test administration, data analysis, data quality assessment, and ascertaining reliability and validity of data. The strengths and limitations of the study are also noted.

Defining Literacy

As noted earlier, in addition to the mechanics of reading and writing, numeracy skills and the use of the 3R's (reading, writing and arithmetic) in functioning effectively in the community was considered important in defining literacy. The socio-cultural context of the country and its current development stage were also a consideration. This is reflected in taking into account the cognitive competence expected in the existing formal and non-formal primary education curriculum as well as major literacy initiatives undertaken in the country. In this regard, an analysis was made of the primary school curriculum of the National Curriculum and Textbook Board (NCTB), the curriculum of major non-formal primary education initiatives (BRAC and Proshika) and the literacy curriculum of the Directorate of Non-formal

Education (DNFE) of the government. Census definition and other definitions adopted through various initiatives were also examined (See Chapters 1 and 2). Two workshops with researchers, experts and literacy programme practitioners were held, which led to the adoption of the following definition of literacy for this study.

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

A literate person will have necessary skills in the three areas of reading, writing and numeracy and will be able to use these skills in everyday life in a way that will help the person play his/her personal and social roles and continue to learn. Thus, the test instruments that were designed included tests in *Reading, Writing, Numeracy and Application of the 3Rs*.

Attainment of literacy is a continuous process. A person acquires literacy skills by participating in formal and non-formal education programmes, through self-learning, social interaction and by applying the acquired skills in everyday life situations. The workshop participants involved in developing the definition of literacy and the test instruments supported the proposition that instead of assessing literacy dichotomously (categorizing people as literate or illiterate), it is important to recognise the continuum of literacy skills. However, it was considered necessary to reconcile the principle of the continuum of literacy skills with a pragmatic approach to conducting the assessment and communicating the results in a policy-relevant language. It was thus agreed that the status of literacy of the population could be categorised into four levels, viz., *non-literate, semi-literate, literate at the initial level, and literate at an advanced level*. Such a gradation of skills would permit assessment of different levels of skills achieved by the population, help evaluate relative successes of literacy efforts, and identify the need for further efforts to enable people to reach a functionally useful and sustainable level of skills. This assessment would also provide the basis for developing strategies and planning programmes for literacy and continuing education. With this background in mind, following descriptions of different literacy levels were adopted.

Non-literate: *Lack of ability to decode alphabet, recognise words, write words and count objects; and, therefore, inability to use literacy skills in life situations.*

Semi-literate: *Ability to recognise and write some words, to count objects and use numbers at a very basic level; extremely limited use of the literacy skills in life situations.*

Literate at the initial level: *Ability to read and write simple sentences in a familiar context; possessing skills of four basic rules of arithmetic; limited use of these abilities and skills in a familiar context in life situations.*

Literate at the advanced level: *Ability to read and write with fluency in varying contexts; competency in four arithmetic rules and mathematical reasoning; ability to use these skills in everyday life and independently in further learning.*

Without denying the continuous nature of literacy skills, it is still necessary and useful, for the purpose of assessing the aggregate status of a population group or a nation, to have a cut-off point on the measurement scale for designating a person as literate. It is evident that of the four categories (to be determined by scores on the literacy test as explained below), the first two categories, by definition, cannot be considered as literate. The cut-off point for literacy has to be a score that places one above these two categories. *In other words, those falling in the category of literate at the initial level and literate at the advanced level can be designated as literate.*

Development of the Test Instrument

A table of specifications was prepared taking into account the four levels of skills. Different types of primary and literacy curricula and texts were reviewed to form an idea of the levels and types of skills expected from literacy courses (Annex 3.1). It can be seen that the semi-literate level is consistent with the competencies expected of a learner in NCTB curriculum for grade II, initial level literacy with grade III, and advanced level with grade V (NCTB and UNICEF 1998).

In line with the above criterion for four levels of skills related to literacy, a draft test instrument was prepared by the study team and was presented in a workshop of 25 people. The participants, who were involved in literacy work or had knowledge and understanding of the literacy process, reviewed the draft instrument, dividing themselves into four working groups. The working group reviews generated a large number of comments, suggestions and even proposals for some new test items.

The issues raised and suggestions made in the workshop were discussed in several meetings of the study team. The team prepared four parallel sets of draft instruments taking into account the suggestions of the workshop. The four sets were then presented in a meeting of the Technical Team and finalised for pilot study. A member of the Technical Team did language editing of the drafts. Numbers of question items put in different sets were 24 to 26. The next step was to do a pilot study.

The pilot study was carried out during the first half of September 2002. It was done in six upazilas under six divisions representing a wide geographic spread. The upazilas are: Muktagacha, Gobindaganj, Jhikargachha, Begumganj, Bakerganj, and Sreemangal. In each upazila one rural village and one urban mahallah (neighbourhood) were selected. The study covered 15 households in each rural village and 5 in each urban mahallah. The households were selected through random sampling, taking every 5th households in the village/mahallah, starting from the northwest corner of the village/mahallah. The pilot study covered 121 households, one fourth of which were from urban areas.

The test was administered to all of the population aged 11 years and above in the selected households. Each of the respondents was tested on two sets of instruments. The instruments were distributed among the respondents in such a way that each set was administered to approximately equal number of respondents - giving equal emphasis to all four sets. Re-test was done after 7 days of the initial test. A total of 450 persons were given the tests, 211 males (47 percent) and 239 females (53 percent). A total of 24 research assistants was involved in administering the tests. They were provided adequate training for the task. A manual describing all details of the pilot study was prepared and used. Researchers involved in developing draft instruments visited all six sites.

Pilot study data were analysed with the aim of selecting sound items for final testing. Three techniques were used for the dichotomously assessed items. First, proportions of respondents correctly answering each of the items were calculated to find the difficulty levels of the items. Secondly, Cohen's *Kappa* statistic was calculated to

have measures of the degree of non-random agreement between observations of the same test (Last 1988). Finally, the relationship between years of schooling and individual item was observed and statistical test was done to see the significance of the relationship.

For continuously assessed items, mean performances were calculated to understand the difficulty levels. To see the reliability of items, the correlation co-efficient between test and re-test results was calculated. The same technique was applied to find out the relationship between years of schooling and performance on individual items.

The items were selected in such a way that these together represented gradation of skills at four levels of literacy (*non, semi, initial, and advanced*). Among similar items in the four sets, the items having a higher *Kappa* value and scores significantly correlated with formal educational level of the respondents were considered for the final sets. Analysis of data showed that the *Kappa* values, relationships between test and re-test data and the relationships between test result and years of schooling completed were all statistically significant (with $p < 0.001$) for each of the test items included in the four sets of instruments.

It was agreed that it would be helpful if two comparable sets can be developed for use in the national survey. Analysis of data, as noted, showed that there are comparable items in the sets used in the pilot study. Thus, two comparable sets were prepared taking comparable items based on criteria for item selection. Each of the two final sets contains 24 items, 6 from each of the four skill areas. Following table provides a short description of the items put in the final sets. Both sets of test instruments are provided in Annexes 3.2 and 3.3.

Reading	Writing	Numeracy	Application of 3Rs
Two words with three alphabet characters in each	Two words familiar in everyday life	<ul style="list-style-type: none"> ● Counting objects ● Finding out a missing number 	<ul style="list-style-type: none"> ● Recognising time ● Recognising left and right on a picture
Two sentences related to everyday life	Two sentences in a familiar context	<ul style="list-style-type: none"> ● Simple subtraction. ● Simple multiplication 	<ul style="list-style-type: none"> ● Knowing different sides of a map ● Ability to write own address
A comprehension passage containing environmental messages followed by two multiple choice questions	Describing an object with five sentences	Problem solving needing skills of <ol style="list-style-type: none"> a) Subtraction and division b) Multiplication and division 	<ul style="list-style-type: none"> ● Ability to prepare a simple balance sheet ● Absorbing message from a billboard

Measurement of Literacy

In order to score the responses of the literacy test, an equal weight was given to each of the four areas of assessment- 25 marks for each area, totalling 100 for the whole test. This means that a person could have a score between 0 and 100 in the overall test and between 0 and 25 in an individual area. The score plan is provided in Annex 3.4. As mentioned before, the respondents were expected to fall into four categories representing the four levels of skills. Scores for each of the literacy level is provided below:

Literacy levels	Required score (%)	Expected score band	
		Each area of assessment	Whole test
Non-literate	< 25%	0 - 6.24	0 - 24.99
Semi-literate	25 - 49%	6.25 - 12.49	25 - 49.99
Literate at initial level	50 - 75%	12.50 - 18.74	50 - 74.99
Literate at advanced level	75% +	18.75 - 25	75 - 100

Other Instruments Used

Besides the literacy test instruments, three different questionnaires were used in the study. These are:

- Household survey questionnaire;
- Questionnaire for education, socio-economic and other information; and
- Village profile questionnaire.

Household survey questionnaire: Basic profile of all members of the target households was collected through this questionnaire. Information included in this questionnaire was sex, age, educational level, status of reported literacy, current school enrolment status and type of schools in which the respondents are enrolled. Besides, location of the household (slum-temporary squatter settlements often without basic public services-or non-slum) was also collected. Information on age was primarily used for identifying individuals for literacy survey; other items provided background information of assessed persons. One questionnaire was used for each household.

Questionnaire for education, socio-economic and other information: This questionnaire was used for each person covered in the national literacy survey. Information collected through this questionnaire included parental education, occupation and monthly income, religion, mode of acquiring literacy, years passed after completion of schooling or participation in a literacy programme, and access to mass communication media, viz., radio,

television and newspaper. Information on use of literacy skills and the respondents' perceptions of need for post-literacy activities were also collected through this questionnaire.

Village profile questionnaire: This questionnaire was used to have community level information of all villages/mahallahs covered by the literacy survey. Information collected through this questionnaire included type of primary schools in the village, whether the village was covered by TLM, whether there is any NGO activity in the village, whether electricity facility reached the village, distance of the village from the nearest marketplace, highway and upazila town, and road communication system in the village. One questionnaire was used for each village/mahallah. Annexes 3.5 to 3.10 provide Bangla and English versions of these instruments.

Study Population

All persons of the country aged 11 years and above were considered the universe of this study. The reasons for selecting this age-range are: (a) The designated age-range for the five-year primary education programme, the principal means for acquiring literacy, is 6-10 years. (b) Non-formal education and adult literacy activities in the country generally include people past the primary age-range. (c) The literacy status of the population above 10 and under 15 has policy implications for non-formal and adult education, even though the population of age 15 years and above is normally counted in adult literacy statistics.

Sampling Procedure

Sampling strategy adopted for this study was similar to that of the first and the third *Education Watch* studies. Considering literacy as a categorical variable (mentioned earlier) the minimum sample size for an estimate was calculated to be 768. We arrived at such an estimate considering 95 percent confidence limit and 5 percent error level, and doubling the sample size in order to reduce design effects. Details of the statistical procedures are given in Annex 3.11.

Because of known variations in educational attainment including literacy among the geographical regions in the country, eight separate surveys were carried out, one for each of the following strata:

Rural Bangladesh: Rural Dhaka Division
Rural Chittagong Division
Rural Rajshahi Division
Rural Khulna Division
Rural Barisal Division and
Rural Sylhet Division

Urban Bangladesh: Metropolitan cities and
Municipalities

In order to allow separate estimates for males and females it was necessary to double the above sample size

A four-stage sampling procedure was adopted for surveying in each of the stratum. At the first stage, in each rural stratum 30 upazilas and in each urban stratum 30 thanas/municipalities were selected through systematic sampling technique with probability proportional to size (PPS) of the population. At the second stage, one union (ward for urban strata) for each selected upazila/ thana/ municipality was selected through simple random sampling. At the third stage, one village (mahallah for urban strata) was randomly selected from each of the selected union/ward. This means that 30 villages/ mahallahs (here called clusters) were selected for each stratum, totalling 240 (30 x 8) for the whole of Bangladesh. Latest available Census information produced by the Bangladesh Bureau of Statistics (BBS) was used for this purpose¹. It turned out that all 64 districts of the country were represented in the sample (Figure 3.1).

The household survey was carried out in 16 households in each of the selected clusters. This number was fixed on the basis of the experience of household surveys done for first and third *Education Watch*. It was calculated that survey of such a number of households in each cluster could ensure the presence of the estimated number of individuals aged 11 years and above required for a valid literacy estimate. At this fourth stage of sampling, the households were selected through a systematic sampling procedure moving anti-clock wise and taking every 5th households in the village/mahallah, starting from the northwest corner of the cluster. In order to identify the first household in the northwest corner, a sketch of the village/ mahallah was drawn with the help of different groups in the community. If the selected village/ mahallah was too small to get 16 households, the nearest village/ mahallah

was chosen to do the rest of the work in a similar fashion. On the other hand, if the village/ mahallah was too big the household survey stopped when the adequate number was reached. All population aged 11 years and above found in these households were brought under the sample for literacy testing.

A total of 3,840 households from 268 villages/ mahallahs were covered through the household survey.

FIGURE 3.1

Map showing the location of sample spots



again. This meant that 1536 (= 768x2) individuals were needed to be tested from each stratum mentioned above. The required total sample size for the survey, therefore, was (1536x8=) 12,288.

¹ Detailed information of Census 2001 was unpublished during the work and was not available. For sampling in rural strata, Community Series of Census 1991 in districts volumes were the only source. Preliminary report on Census 2001 was used for sampling in municipalities (BBS, 2001); and for metropolitan areas, unpublished information of Census 2001 was used.

TABLE 3.1
Sample for literacy survey under Education Watch 2002

Stratum	Number of villages	Number of households	Total population	Population aged 11 and above	Literacy survey	
					Population covered	% female
Rural Dhaka Division	32	480	2,456	1,678	1,546	51.7
Rural Chittagong Division	34	480	2,817	1,954	1,634	57.8
Rural Rajshahi Division	32	480	2,231	1,638	1,591	49.2
Rural Khulna Division	35	480	2,270	1,741	1,677	49.3
Rural Barisal Division	34	480	2,460	1,825	1,571	52.9
Rural Sylhet Division	37	480	2,853	1,929	1,839	51.6
Metropolitan cities	31	480	2,229	1,686	1,586	50.9
Municipalities	33	480	2,389	1,823	1,701	53.0
Total	268	3,840	19,705	14,274	13,145	52.1

Source: Education Watch National Literacy Survey (2002)

A total of 19,705 individuals of all ages lived in these households. Of these individuals, 14,274 were aged 11 years and above, of which 13,145 could be brought under the literacy survey. Of the individuals under literacy survey, 52.1 percent were female. The average household size was 5.1 and the proportion of population aged 11 years and above was about 72 percent, which numbers are comparable to those in other studies including *Education Watch* (NIPORT, MA and ORCM 2001, BBS 2001, Chowdhury *et al* 2002). Table 3.1 provides samples for different strata at a glance.

Weighting

Since strata population in terms of number of individuals aged 11 years and above varied substantially, weights were used in pooling estimates for rural Bangladesh, urban Bangladesh and national levels. A standard statistical procedure was followed to determine the weights for different strata (Cochran 1977). Population distribution data of the Bangladesh Bureau of Statistics based on Census 2001 was used for this purpose (BBS 2001). Annex 3.12 gives more details on the technical procedures.

Research Assistants and their Training

A total of 110 research assistants were recruited for field investigation of the national literacy survey. Most of these people had Masters degree and all had at least a Bachelors degree. A good number of them had previous experience as field investigators/ supervisors in related studies including *Education Watch*.

Training was provided to these research assistants prior to sending them for actual work. Training was held in

two batches; first batch on 8-10 October and second batch on 12-14 October, 2002. The training included classroom presentation, group discussion, questions and answers, role-play, individual presentation, and fieldwork. A manual describing all details of the fieldwork including explanation of each of the questions was used in the training (Nath 2002). The study team members and the senior

researchers from the Research and Evaluation Division of BRAC conducted the training sessions. Finally, 94 research assistants were selected for the work (half of whom were female). Ten persons were appointed as supervisors.

The Field Operation

Twenty one teams were formed for executing the actual fieldwork, with four persons in each team -two females and two males. The teams moved to the respective field locations soon after the training. One of the team members was given the responsibility of team leader, who distributed work among the other members and co-ordinated all activities for the team. Each team spent two and a half days in a cluster. Household survey was done first. If any eligible person for test was available during the household survey, the test was given after recording the profile of all members. For others, an appointment was made for giving the test.

The principal respondent for the household survey was the head. In absence of the head, his/her spouse was the respondent. In some cases, an adult person (aged 18 years and above) of the household had to be considered. Sometimes the respondents took help from other members of the household in responding to the questions. Some took help from the neighbours, especially in respect of exact age of the household members. As there were women in the teams, no refusal was encountered from female respondents due to *Purdah*. Age determination was the most difficult and time-consuming task in the household survey. Events calendar was used to estimate age.

Household survey in urban areas took more time than in rural areas. Because of security concerns, access to urban houses was a problem and the respondents asked many questions before allowing interviewers access. The interviewers had to show their identity cards in most of these houses. On average, 12 minutes were spent for a household interview in rural areas, and 20 minutes in urban areas.

The eligible persons for literacy test were given either of the sets. Two research assistants administered tests, one conducted the actual test and the other ensured that the condition was right by keeping noise down and onlookers away. Attention was given to ensuring equal distribution of the sets by gender. Of the 13,145 individuals tested, 6,615 was given Set A and 6,530 Set B. Among the males 52.7 percent received Set A and 47.3 percent Set B. On the other hand, 48.1 percent of the females were tested by Set A and the rest by Set B. The tests were given mostly at the premises of the respondents' home. For some, the test had to be taken at their workplaces, especially in the urban areas. There were some respondents who work from dawn to dusk and their workplaces far away from home. Tests of these persons were given at night or in the early morning. In some cases, more than one attempts had to be made to get hold of them. All efforts have been made to ensure testing of all eligible persons of the systematically selected households. In cases where less than half of the eligible persons in a household could not be reached, the household was dropped from the survey and one adjacent to it was included. Socio-economic information of all persons given literacy test was also collected immediately after the test.

Each supervisor was responsible to oversee the work of two field teams. They did random visits of the teams, oversaw the actual interview, examined previously done work and conducted re-interview. They also checked whether the teams were following the instruction given in the training. The field teams or their supervisors could consult with the members of the study team in Dhaka by phone, as and when necessary.

The members of the research team visited many of the field teams at their work. They made random checking of the previously done work and observed actual fieldwork including interviews and administration of the test. Four regional meetings were held mid-course during fieldwork in order to review the ongoing field activities. The purpose of these meetings was to maintain the quality of field operations and solve any possible logistical problems. No major problems were actually encountered. The fieldwork started on 11 October and ended on 22 November 2002.

Assessing the Answer Papers

The filled-up questionnaires and the completed answer papers were returned to the research headquarters in Dhaka. A team of 13 persons who had participated in fieldwork were engaged to assess the answer papers and coding the other questionnaires. A manual was prepared for this purpose and the team was given a half-day orientation about their task. The questions in the test were divided into six parts and each part was given to two persons for assessing. The results of the assessment were then transferred into a code sheet to ensure quality computerization. Assessment of the responses took three weeks.

Data Quality Assessment

Several steps were taken to ensure the quality of data collected for the study. As noted above, a detailed supervision and quality-control protocol was observed to maintain the quality of data collection work in the field.

In checking the quality of data collected, we first looked at the household survey data. The average household size was found to be 5.1, with a sex ratio of 100. Proportion of population aged 11 and above was 71.9 percent. All these findings are consistent with other studies, for instance, Bangladesh Demographic and Health Survey 1999-2000, Census 2001, and *Education Watch 2001*. There was an inbuilt post-enumeration check for the household survey. Re-enumeration was done in about one third of the clusters.

TABLE 3.2

Percentage of cases of match between main survey and the post-enumeration check for selected indicators

Indicators	Percentage of match between survey and re-survey
Sex of individuals	99.3
Age of individuals	
Exactly	60.1
+ 1 year	84.4
+ 2 years	93.6
Enrolment status	95.5
Class passed	
Exactly	95.7
+ 1 grade	98.5
+ 2 grades	99.2
Reported literacy	97.8

Source: Education Watch National Literacy Survey (2002)

In each cluster, five households were covered during re-survey, totalling 441. The post-enumeration data was then matched with those of survey data. The matching showed that deviation between survey and re-survey data was less than five percent in most of the cases (Table 3.2). As

expected, highest deviation was observed in age. Estimation of age exactly matched for about 60 percent of the cases, the proportion of matching increased to 84.4 percent if one-year deviation is accepted, and to 93.6 percent if two years of deviation is permitted. Although the field teams were instructed to try to administer the test to 95 percent of the eligible persons, the actual proportion missed was 7.7 percent of the eligible individuals. Considering the tight schedule for fieldwork and nature of the survey, such a proportion was considered acceptable and did not significantly affect the adequacy of the sample size.

Validity of Test Instrument

Intrinsic validity of the test instrument is derived from the purpose of the assessment, the process followed for defining literacy skills including the skill areas and the levels of skills, the review of existing definitions, and the review of expected competencies in the curricula of primary education and literacy courses.

External validity of the items was ensured through careful item selection and analysis of the data from a pilot trial of the instrument. Items for which scores showed significant correlation with completed years of schooling were retained in the final instrument.

Reliability of Instrument

The reliability of individual items could be ascertained from *Kappa*² values calculated from pilot study data during instrument development. Only those items having *Kappa* value significantly greater than zero were selected. Thus, the item selection process ensured reliability of each of the items independently.

In order to determine the reliability of the whole test, national survey data were used. As the assessment of the items in the test was continuous in nature, we used split-half method (Carmines and Zeller 1997, Ferguson and Takane 1989). Using Spearman-Brown formula the reliability coefficient was found to be 0.94 at the national level. This indicates that the literacy test data were 94 percent reliable. When data were analysed separately by gender, area of residence and strata, similar levels of reliability were observed.

Strengths and Weaknesses of the Study

Like any other sample survey-based research, this study also bears some strengths as well as limitations. The strengths and limitations of the study are presented below:

Strengths

1. This study is the first of its kind in Bangladesh which departs from the 'self-rating' method of

assessing literacy skills of the population. No other study attempted to explore literacy situation through testing on a large sample, supplemented by questionnaires on socio-economic variables, covering all parts of the country.

2. Except a few initiatives taken internationally, literacy, in general, is assessed dichotomously. However, this study recognised the continuum of literacy skills and attempted to estimate skills of the population at different levels.
3. The study design permitted valid conclusions regarding the whole country as well as breakdowns for gender, urban and rural areas, metropolitan and municipal cities among urban areas, and six administrative divisions. Provision of 16 separate estimates - for males and females of eight strata - exists in the research design. As the sampling strategy is similar to previous *Education Watch*, it allows comparison of some results on same variables for different years.
4. The instrument used in the literacy survey was developed by a group of national experts who have practical experience in the related fields and includes both researchers and practitioners.
5. Socio-economic dimensions of literacy, use of literacy skills, and needs assessment for continuing education are components of the study.

In summary, reliable as well as valid estimates of the literacy status of the population could be generated through this study.

Weaknesses

1. Nearly eight percent of the eligible persons could not be assessed because they were unavailable at home during the survey period in their village (a field team spent two and half days in a cluster). Although this 'non-response' did not affect the adequacy of the total sample size, the possibility of introduction of some errors in the estimates cannot be ruled out.
2. Selection of the target population for testing is dependent on correct reporting of age of individuals. Age determination was the hardest job for the interviewers. Although all standard measures including use of events calendars were taken to obtain best estimates, some error cannot be ruled out.
3. Constructing a definition of literacy, dividing skills on a continuous scale into four ordinal categories, applying criteria for determining cut-off points for each level of skills, and deciding on the content of the literacy tests and score values assigned to items

² It is a measure of the degree of non random agreement between observations of the same test.

in the tests, although based on careful professional judgement of experts and extensive review of literature, remain a matter of judgement. Differences of views regarding judgement exercised are always possible.

4. The purpose and design of the study did not include assessment of individual and social outcomes and benefits of literacy skills; nor was

the study intended to examine management and implementation of literacy activities - two major areas of interest in policy making and planning for literacy efforts. This study is based on the simple premise that literacy is a question of right of people and that it is necessary to address the absence of credible benchmarks for the literacy status of the population.

THE LITERACY STATUS OF THE POPULATION

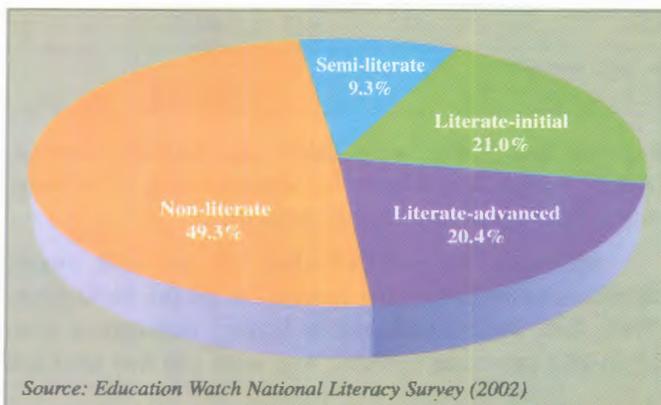
This chapter presents the overall literacy situation in Bangladesh taking into account the population of age 11 years and over and categorising the respondents according to four levels of literacy skills mentioned earlier. The sampling strategy adopted for this study permitted separate estimates by stratum and gender. Performance in various components of literacy skills is also estimated by stratum and gender. Basic statistics about distribution of scores and central tendencies (mean, median and standard deviation) are presented. A note on the adult literacy status (15 years and above) is also included in this chapter. The salient findings are summarised at the end of the chapter.

Literacy by Skill Levels, Gender and Geography

At the first stage of analysis, we sorted out the respondents according to their level of literacy skills. Four levels of literacy were measured. Of the respondents considered for the survey, about a half (49.3 percent) did poorly in the literacy test (receiving less than a quarter of the total score) and were categorised as non-literate. Another 9.3 percent were semi-literate indicating that these people did not cross the threshold of minimum acceptable level of skills to be qualified as literate. Twenty one percent of the respondents scored at the level of initial literacy skills and 20.4 percent had scores to be placed in the category of those possessing advanced level literacy skills (Figure 4.1). As mentioned in the methodology chapter, people in

FIGURE 4.1

National literacy rate for the population 11 years and above



the category of the non-literate and semi-literate did not have literacy skills that were useable in any practical way in life situations. *By these criteria, the literacy rate of the population 11 years and above stands at 41.4 percent at the national level. About a half of the literates fulfilled the criteria for advanced literacy.*

Table 4.1 shows that the females lagged 12 percentage points behind their male counterparts (35.6 percent vs. 47.6 percent, $p < 0.001$). Among the females only 13.3 percent reached the advanced level in literacy, whereas it was 28.1 percent for the males. Over 22 percent of the females and 19.5 percent of the males had the initial level of literacy skills. Proportion of respondents in the non-literate category was 53.2 percent for females and 45.1 percent for males.

Translating the proportional distribution of the sampled respondents into the 92.8 million population aged 11 years and above in Bangladesh, the number of population falling into each category are as follows: 45.8 million non-literate, 8.6 million semi-literate, 19.5 million literate at the initial level, and 18.9 million literate at the advanced level.

The respondents residing in the urban areas did much better than their rural counterparts (Table 4.2). Overall, 40.5 percent of the urban respondents and only 16.6 percent of the rural respondents reached the advanced level of literacy. The urban-rural gap was not so wide in respect of literacy at the initial level. Just over a fifth of the

TABLE 4.1
Percentage distribution of respondents (11 years and above)
by different levels of literacy skills and sex

Literacy levels	Sex			Significance
	Females (6,842)	Males (6,303)	Both (13,145)	
Non-literate	53.2	45.1	49.3	p<0.001
Semi-literate	11.2	7.3	9.3	
Literate	35.6	47.6	41.4	
Initial level	22.3	19.5	21.0	
Advanced level	13.3	28.1	20.4	

Figures in the parenthesis indicate number of individuals under literacy test
Source: Education Watch National Literacy Survey (2002)

rural respondents and 23.1 percent of the urban respondents had the initial level of literacy skills. As expected, proportion of respondents having non-literate status was much higher in rural areas than urban areas (52.9 percent vs. 30.2 percent). Nearly 10 percent of the respondents in the rural areas and 6.2 percent of that in the urban areas fall in the category of the semi-literate. The literacy rate, therefore, stood at 37.2 percent for the rural population and 63.6 percent for the urban population (p<0.001), making for a wide urban-rural gap.

Gender difference favouring males was observed in both rural and urban areas (Table 4.2). In rural areas, 23.7 percent of the males and only 10.1 percent of the females had advanced level literacy. On the other hand, over a half of the males and 30.5 percent females reached the advanced level in urban areas. The literacy rate was 31.7 percent for females and 43.2 percent for males in rural areas (p<0.001), and 56.9 percent for females and 70.8 percent for males in urban areas (p<0.001). This shows that urban males did best in the literacy test and the rural females did worst.

Further Analysis by Geographic Strata

Separate analysis of literacy situation for each stratum is

given in Table 4.3. It shows a wide gap in the literacy performance of the respondents in different strata. The respondents of the metropolitan cities did the best followed by those of the municipalities. Nearly a half of the respondents of the metropolitan cities acquired an advanced level of literacy and a fifth acquired the initial level, resulting in a literacy rate of 69.5 percent for the metropolitan cities. Among the respondents of the municipalities, a quarter reached the initial level and a third reached the advanced level (literacy rate being 59 percent). Around 22 percent of the respondents of rural Khulna and Barisal divisions had advanced level literacy and about a quarter of them had initial level literacy skills.

Literacy achievement of these two Divisions was next to that of the two urban strata. Performance of the respondents of rural Rajshahi was behind the above four strata. About 19 percent of the respondents of this stratum achieved advanced level literacy and a similar proportion achieved initial level literacy skills. Literacy performance of the three other rural strata, viz., Dhaka, Chittagong and Sylhet was similar to each other and the worst among the eight strata considered for the study. About a fifth of the respondents of these strata had initial level of literacy and 11-15 percent had advanced level of literacy. The worst performance was recorded in rural Chittagong division. The literacy rates in four strata, viz., Dhaka, Chittagong,

TABLE 4.2
Percentage distribution of respondents (11 years and above) by different levels of literacy skills, area and sex

Literacy levels	Rural Bangladesh				Urban Bangladesh			
	Females (5,133)	Males (4,725)	Both (9,858)	Significance	Females (1,709)	Males (1,578)	Both (3,287)	Significance
Non-literate	56.5	48.9	52.9	p<0.001	34.8	25.2	30.2	p<0.001
Semi-literate	11.8	7.9	9.9		8.3	4.0	6.2	
Literate	31.7	43.2	37.2		56.9	70.8	63.6	
Initial level	21.6	19.5	20.6		26.4	19.5	23.1	
Advanced level	10.1	23.7	16.6		30.5	51.3	40.5	

Figures in the parenthesis indicate number of individuals under literacy test
Source: Education Watch National Literacy Survey (2002)

Rajshahi and Sylhet were below the national average. Distribution of respondents by various levels of literacy, stratum and sex is provided in Annex 4.1.

Sex-wise analysis of data shows that males significantly surpassed the females in all the eight strata (Table 4.4). Male-female gap in literacy rate ranged from 5.9 to 18.1 percentage points. Very wide gap was recorded

TABLE 4.3

Percentage distribution of respondents (11 years and above) by different levels of literacy skills and stratum

Literacy levels	Rural Dhaka Division (1,546)	Rural Chittagong Division (1,634)	Rural Rajshahi Division (1,591)	Rural Khulna Division (1,677)	Rural Barisal Division (1,571)	Rural Sylhet Division (1,839)	Metro-palitan cities (1,586)	Municipalities (1,701)
Non-literate	56.5	54.8	53.7	45.6	41.1	55.3	26.0	33.5
Semi-literate	8.3	13.0	9.1	8.6	11.2	11.1	4.5	7.5
Literate	35.2	32.2	37.2	45.8	47.7	33.6	69.5	59.0
Initial level	20.0	20.7	18.3	23.7	25.5	20.3	20.5	25.1
Advanced level	15.2	11.5	18.9	22.1	22.2	13.3	49.0	33.9

Figures in the parenthesis indicate number of individuals under the survey
Source: Education Watch National Literacy Survey (2002)

in rural Rajshahi, Khulna, and Sylhet divisions and the two urban strata. On the other hand, it was much lower in rural Chittagong and Sylhet divisions. Overall, the gender difference was much higher in the urban strata than in the rural strata. It seems that there is an association between

TABLE 4.4

Literacy rate (11 years and above) by stratum and sex

Stratum	Sex			Significance
	Females	Males	Both	
Rural Dhaka Division	30.9 (799)	39.8 (747)	35.2 (1,546)	p<0.001
Rural Chittagong Division	29.8 (944)	35.7 (690)	32.3 (1,634)	p<0.01
Rural Rajshahi Division	29.8 (783)	44.4 (808)	37.2 (1,591)	p<0.001
Rural Khulna Division	36.6 (827)	54.7 (850)	45.8 (1,677)	p<0.001
Rural Barisal Division	44.2 (831)	51.6 (740)	47.7 (1,571)	p<0.01
Rural Sylhet Division	26.3 (949)	41.3 (890)	33.6 (1,839)	p<0.001
Metropolitan cities	62.1 (808)	77.2 (778)	69.5 (1,586)	p<0.001
Municipalities	53.1 (901)	65.8 (800)	59.0 (1,701)	p<0.001
Significance	p<0.001	p<0.001	p<0.001	

Figures in the parenthesis indicate number of individuals under literacy test
Source: Education Watch National Literacy Survey (2002)

better performance and gender gap. Gender gap is more likely to be higher in those areas where the overall performance is relatively better. Less than 30 percent of the females in rural Chittagong and Rajshahi divisions and only 26.3 percent of those in Sylhet division were literate.

Performance in Skill-Components

As already mentioned, the literacy test had four parts, viz., reading, writing, numeracy and application of the 3Rs. Separate analysis of each of the parts is given in Table 4.5. Of the four areas of assessment, the respondents did best in reading, 42.3 percent had advanced and 6.1 percent had initial level of skills in this area (48.4 percent in total). The writing test was found to be the hardest one for the

respondents; only 9.6 percent of the respondents could reach the advanced level and about a quarter reached initial level in this part of the test. Over 23 percent of the respondents scored advanced level scores in numeracy and 17.7 percent did so in application of the 3Rs. If numbers of

respondents reaching initial and advanced levels were added, it would be seen that performances in writing, numeracy and application of 3Rs were mostly similar to each other; about a third of the respondents had minimum skills in each of these three areas. On the other hand, over 48 percent of the respondents had minimum skills in reading.

At the national level, females were lagging behind the males in all the four assessment areas (Figure 4.2). In reading, 52.2

percent males and 44.9 percent females had the skills at the initial level. The same level of skills was attained by 29.6 percent of the females and 38.7 percent of the males in writing, 27.9 percent females and 43.5 percent males in numeracy, and 25.1 percent females and 41.9 percent males in application of the 3Rs. It can be seen that the gender gap was lowest in reading (7.3 percentage points) and highest in application of the 3Rs (16.8 percentage points); followed by 15.6 percentage points in numeracy and 9.1 percentage points in writing. The same pattern of gender gap is seen for those attaining advanced level skills. Annex 4.2 provides more analysis on this.

The respondents of urban areas significantly surpassed their rural counterpart in all the four assessment

TABLE 4.5

Percentage distribution of respondents (11 years and above) by different levels of literacy in various assessment areas

Different levels	Assessment areas			
	Reading (13,145)	Writing (13,145)	Numeracy (13,145)	Application of 3Rs (13,145)
Non-literate	46.7	53.1	54.2	51.4
Semi-literate	4.9	12.9	10.5	15.4
Literate	48.4	34.0	35.3	33.2
Initial level	6.1	24.4	12.1	15.5
Advanced level	42.3	9.6	23.2	17.7

Figures in the parenthesis indicate number of individuals under literacy test
Source: Education Watch National Literacy Survey (2002)

areas (Figure 4.3). Sixty eight percent of the respondents of urban residents had the minimum level of skills in reading, which was 44.7 percent among the rural residents. In writing 29.8 percent rural and 56.5 percent urban residents achieved the initial level; this was 31.3 percent and 57 percent in numeracy, and 29 percent and 54.9 percent in application of the 3Rs, respectively. The urban-rural gap was about 26 percentage points in each of the three assessment areas viz., writing, numeracy and application of 3Rs, and slightly lower in reading (23.3 percentage points).

Annexes 4.3 to 4.6 provide more analysis on each of the skill

FIGURE 4.2

Percentage of respondents at the initial literacy level by assessment area and sex

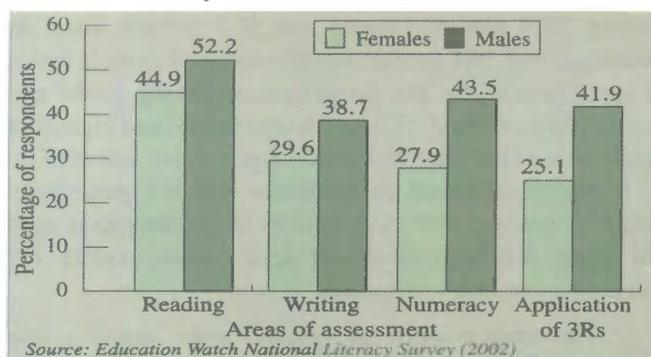
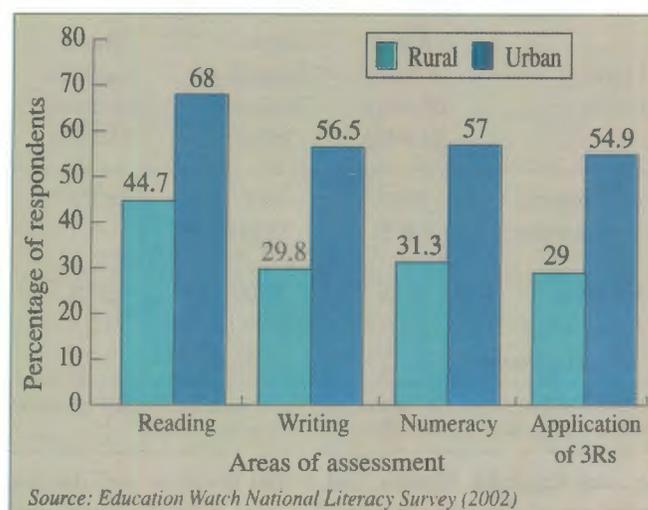


FIGURE 4.3

Percentage of respondents at initial literacy skills level by various assessment areas and area of residence



components by area of residence and sex of the respondents. A summary of these is presented in Table 4.6.

TABLE 4.6

Percentage of respondents at basic minimum skill level in different assessment areas by area of residence and sex

Assessment areas	Rural Bangladesh			Urban Bangladesh		
	Females (5,133)	Males (4,725)	Significance	Females (1,709)	Males (1,578)	Significance
Reading	41.4	48.3	p<0.001	63.4	72.9	p<0.001
Writing	25.7	34.3	p<0.001	50.6	62.9	p<0.001
Numeracy	24.0	39.8	p<0.001	48.2	66.6	p<0.001
Application of 3Rs	21.2	37.6	p<0.001	45.5	65.0	p<0.001

Figures in the parenthesis indicate number of individuals under literacy test
Source: Education Watch National Literacy Survey (2002)

The male respondents of urban areas surpassed all others in all the four assessment areas; females of rural areas did worst in all the skill areas.

Proportion of respondents reaching the initial level of skills in different assessment areas are provided separately for each stratum in Table 4.7. Stratum-wise significant variation was noticed in all the four assessment areas (p<0.001). The residents of the metropolitan cities showed the best performance in all the four assessment areas of the test, those of municipalities, and rural Barisal and Khulna divisions followed them respectively. Writing skills was the hardest area for the respondents of most of the strata. Annex 4.10 shows that less than 10 percent of

the respondents of rural Dhaka, Chittagong, Rajshahi, Khulna, and Sylhet divisions could reach the advanced level in writing. Females of each stratum were lagging behind their male counterparts mostly in each skills area (Annexes 4.9 to 4.18). Male-female equity was observed in reading skills in Dhaka and Chittagong, and writing skills in Barisal division.

TABLE 4.7
Percentage of respondents having initial level of literacy skills in various assessment areas by stratum

Stratum	n	Assessment area			
		Reading	Writing	Numeracy	Application of 3Rs
Rural Dhaka Division	1,546	42.5	27.4	29.1	28.1
Rural Chittagong Division	1,634	42.0	25.0	25.7	23.9
Rural Rajshahi Division	1,591	43.2	29.2	33.4	29.5
Rural Khulna Division	1,677	51.7	38.9	38.9	34.7
Rural Barisal Division	1,571	56.9	41.0	38.8	38.7
Rural Sylhet Division	1,839	42.4	28.2	27.4	26.0
Metropolitan cities	1,586	72.8	63.6	63.7	61.8
Municipalities	1,701	64.3	51.0	52.0	49.6
Significance		p<0.001	p<0.001	p<0.001	p<0.001

Source: Education Watch National Literacy Survey (2002)

Distribution of Scores and Central Trends

As noted, the maximum attainable score in the test was 100, in other words, a respondent could have a consolidated score between 0 and 100. Percentage distribution of scores by area and sex is presented in Table 4.8. At the national level, 44.2 percent of the respondents

received a score of 10 or less and only 3.1 percent respondents achieved over 90 percent score. About 15 percent of the respondents got a score of 80 or higher. Proportion of respondents receiving 10 or less was 48.1 percent among the females and 40.5 percent among the males. This level of performance was at 47.6 percent for rural and 26.9 percent for urban respondents. Over a half of the females in rural areas got a score of 10 or less. It can be mentioned that one percent of the respondents had a score of zero in the test.

Percentage distribution of total scores separately for each stratum is provided in Annex 4.19. About a half of the respondents of rural Dhaka, Chittagong, Rajshahi, and Sylhet divisions received a score of 10 or less. This was 41.2 percent in Khulna, 35.3 percent in Barisal, 23.6 percent in metropolitan cities, and 29.1 percent in the municipalities. About 40 percent of the respondents in the metropolitan

cities and over a quarter of those in municipalities got a score of 80 or more.

The average score at the national level was 36.4, 31.9 for females and 41.4 for males (Table 4.9). That is, on average, the females had a score of 9.5 points below the males. Proportionately, the female average score was three

TABLE 4.8
Percentage distribution of total scores by area and sex (11 years and above)

Scores	Rural Bangladesh			Urban Bangladesh			All Bangladesh		
	Females (5,133)	Males (4,725)	Both (9,858)	Females (1,709)	Males (1,578)	Both (3,287)	Females (6,842)	Males (6,303)	Both (13,145)
0 - 10	51.1	43.7	47.6	31.1	22.0	26.9	48.1	40.5	44.2
11 - 20	4.0	3.9	4.0	2.7	2.8	2.7	3.8	3.7	3.8
21 - 30	3.2	2.2	2.7	1.9	1.5	1.7	3.0	2.1	2.6
31 - 40	4.0	2.8	3.4	3.7	0.9	2.3	3.9	2.5	3.2
41 - 50	6.5	4.4	5.5	4.0	2.1	3.1	6.1	4.0	5.1
51 - 60	8.6	6.9	7.8	8.3	4.9	6.6	8.5	6.5	7.6
61 - 70	9.2	8.1	8.7	12.7	9.5	11.2	9.8	8.3	9.1
71 - 80	6.9	10.4	8.5	12.4	14.5	13.4	7.7	11.0	9.3
81 - 90	5.2	14.3	9.5	18.0	32.2	24.8	7.2	17.1	12.0
91 - 100	1.3	3.3	2.3	5.2	9.6	7.3	1.9	4.3	3.1

Figures in the parenthesis indicate number of individuals under the survey
Source: Education Watch National Literacy Survey (2002)

TABLE 4.9
Some basic statistics on total scores by area and sex

Area and sex	Mean	Median	Standard deviation	Minimum	Maximum	Coefficient of variation
All Bangladesh						
Females	31.9	16.0	31.6	0	97.0	99.1
Males	41.4	44.0	35.2	0	99.0	85.0
Both	36.4	28.0	33.7	0	99.0	92.6
Rural Bangladesh						
Female	28.9	9.0	30.2	0	96.5	104.5
Male	38.0	30.4	34.5	0	98.0	90.8
Both	33.3	16.0	32.6	0	98.0	97.9
Urban Bangladesh						
Female	33.7	21.5	32.3	0	97.0	95.8
Male	43.5	50.0	35.5	0	99.0	81.6
Both	38.4	35.5	34.2	0	99.0	89.1

Source: Education Watch National Literacy Survey (2002)

quarters of the male score. The median score was 28, which means that a half of all respondents had a score of 28 or below. The median was 44 for the males and only 16 for the females. The average score was 33.3 for the rural respondents and 38.4 for the urban respondents. The mean score was lower among the females than the males in both urban and rural areas. The median score was 16 among the respondents of rural areas and 35.5 among the respondents of urban areas. In rural areas, the median score was 30.4 for the males and only 9 for the females. On the other hand, it was 21.5 among the females and 50 among the males in urban areas. Coefficient of variation was calculated in order to compare the variation in total score among different groups of respondents. More variation was observed in the scores of females than the males, and among the respondents of rural areas than those of urban areas.

Stratum-wise analysis of above type is provided in Annex 4.20. The respondents of the metropolitan cities showed the best performance followed by those of the municipalities. On average, the respondents of the metropolitan cities had a score of 58.3 and a half of them scored 73.5 or more. On the other hand, average score of the

respondents of the municipal towns was 49.5 and a half of them scored 61.5 or more. Average score was poorer in four rural divisions - Dhaka, Chittagong, Rajshahi, and Sylhet. The mean score of the respondents of these areas was 33 or below. The median score in these areas was also below 15; and only 9 among the respondents of rural Sylhet division. The highest variation in the scores was also observed in rural Sylhet division and lowest in the metropolitan cities.

Some basic statistics on the scores of four assessment areas are provided separately in Table 4.10. It should be

remembered that the maximum possible score was 25 in each area. The mean as well as the median score was highest in reading and lowest in writing. About 44 percent of the respondents had a zero score in reading and 48 percent in writing. However, 28.8 percent received the

TABLE 4.10
Some basic statistics of scores by different assessment areas

Assessment areas	Mean	Median	Standard deviation	Minimum	Maximum	Coefficient of variation
Reading	11.5	11.0	11.1	0.0	25.0	96.5
Writing	7.2	3.0	7.8	0.0	25.0	108.3
Numeracy	9.1	6.0	8.5	0.0	25.0	93.4
Application of 3Rs	8.7	5.0	7.8	0.0	25.0	89.7
All	36.4	28.0	33.7	0.0	99.0	92.6

Source: Education Watch National Literacy Survey (2002)

maximum score in reading. A very few respondents achieved full scores in other three assessment areas; none received the full scores in the total test. About 4.5 percent of the respondents received a zero score in numeracy and 2.2 percent did so in application of the 3Rs. Only one percent of the respondents received a zero score in the total test. In respect of the combined score (for all assessment areas) the first and the third quartiles were at 3.5 and 69.5, indicating that a quarter of the respondents scored 3.5 or below and another quarter received a score of 69.5 or more (Table 4.11). The highest variation in scores was observed

in writing and lowest in application of 3Rs (Table 4.10).

Let us take a look at the combined scores in reading and writing. A combination of these two skills came close to the population census definition of literacy. On an average, 43.4 percent of the respondents got a score of zero in the two areas, 46.3 percent females and 40.2 percent males. This was 46.7 percent among the rural respondents and 26.7

TABLE 4.11
Quartiles of scores by different assessment areas

Quartiles	Reading	Writing	Numeracy	Application of 3Rs	All
First	0.0	0.0	2.0	2.0	3.5
Second	11.0	3.0	6.0	5.0	28.0
Third	25.0	15.0	17.0	15.0	69.5

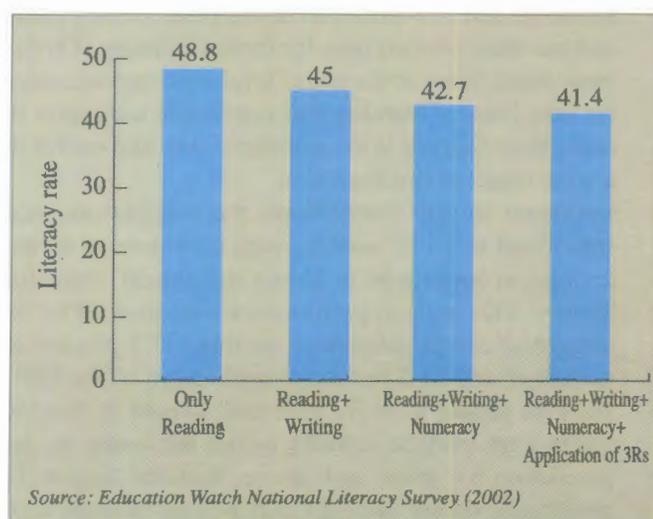
Source: Education Watch National Literacy Survey (2002)

percent among the urban respondents. At the national level, 45 percent of the respondents could achieve initial level or higher score in these two areas combined. This result indicates that the national literacy rate would not exceed 45 percent if only reading and writing skills were considered in the assessment. And it would be 49.5 percent for males and 41.3 percent for females; and 41.2 percent for rural and 66 percent for urban areas (Annex 4.21).

It can be seen that the literacy rate is reduced by 3.6 percentage points due to addition of numeracy and application of the 3Rs in the assessment process (Annex 4.22). On the other hand, the justification for an assessment method that includes these key skill components of literacy is well recognised. Figure 4.4 shows the changes in literacy rate with the addition of skill components.

FIGURE 4.4

Changes in literacy rate with the addition of skill components



Annex 4.23 provides the correlation matrix of the scores in different assessment areas. It shows that scores of the respondents in each area was highly correlated with those of other areas.

Adult Literacy

Following international practice and the age criterion sometimes used officially in Bangladesh, adult literacy rate was calculated among population aged 15 years and above. For the total sample, the adult literacy rate was found to be 38.8 percent - 2.6 percentage points less than the literacy rate among the population 11 years and above. This was 32 percent among the females and 46.3 percent among the males ($p < 0.001$). On an average, 20.3 percent of the adults had advanced level literacy skills, 12.7 percent for females and 28.5 percent for males (Table 4.12). Similar to the literacy situation of the 11 years and above population, a wide urban-rural and male-female variation was observed in the adult literacy situation. The

TABLE 4.12

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

Literacy levels	Sex			Significance
	Females (5,854)	Males (5,380)	Both (11,234)	
Non-literate	58.4	47.6	53.3	$p < 0.001$
Semi-literate	9.6	6.1	7.9	
Literate	32.0	46.3	38.8	
Initial level	19.2	17.8	18.5	
Advanced level	12.7	28.5	20.3	

Figures in the parenthesis indicate number of individuals under the survey
Source: Education Watch National Literacy Survey (2002)

adult literacy rate was 34.5 percent in rural areas and 61.5 percent in urban areas ($p < 0.001$). Females lagged behind the males in both the areas (Annex 4.24).

A statistically significant stratum-wise variation was observed in adult literacy ($p < 0.001$). The adults of the metropolitan cities had the highest literacy rate (68.2 percent) followed by that of municipalities (56.4 percent). The lowest adult literacy rate was in two divisions - rural Chittagong and Sylhet - 30.5 percent in each. The adult literacy rate was below the national average in four rural strata, viz., Dhaka, Chittagong, Rajshahi and Sylhet divisions. Statistically significant gender variation against females was observed in all the eight strata (Table 4.13). The females in rural Sylhet division had the lowest literacy rate. Annex 4.25 provides stratum-wise percentage distribution of adult respondents by various levels of

TABLE 4.13
Adult (15 years and over) literacy rate by stratum and sex

Stratum	Sex			Significance
	Females	Males	Both	
Rural Dhaka Division	26.5 (671)	37.8 (653)	32.1 (1,324)	p<0.001
Rural Chittagong Division	27.3 (799)	35.2 (566)	30.5 (1,365)	p<0.01
Rural Rajshahi Division	25.1 (672)	43.2 (701)	34.4 (1,373)	p<0.001
Rural Khulna Division	32.3 (718)	52.7 (740)	42.7 (1,458)	p<0.001
Rural Barisal Division	40.9 (706)	51.3 (616)	45.8 (1,322)	p<0.001
Rural Sylhet Division	23.0 (813)	38.8 (743)	30.5 (1,556)	p<0.001
Metropolitan cities	60.5 (696)	76.1 (678)	68.2 (1,374)	p<0.001
Municipalities	49.0 (779)	64.7 (683)	56.4 (1,462)	p<0.001
Significance	p<0.001	p<0.001	p<0.001	

Figures in the parenthesis indicate number of individuals under the survey
 Source: Education Watch National Literacy Survey (2002)

literacy. Over 48 percent of the adults in metropolitan cities had advanced literacy, it was below 15 percent in rural Dhaka, Chittagong and Sylhet divisions.

Performance in Different Test Items

Sample respondents' performance in each of the item under literacy test is done in order to have a better understanding the pattern of skill acquisition in different skill areas with gender and rural-urban breakdowns. Annex 4.26 provides item-wise analysis of the test. These data confirm the overall variation by gender and geography.

Salient Findings

Literacy status of the population was determined by administering a literacy test to a stratified random sample of the population 11 years and above. A purposefully designed test instrument was used for the first time in Bangladesh on a nationwide sample to assess the national literacy situation - in contrast to the "self-reporting" method used in the population census and various household surveys. The test consisted of items on four essential skill components of literacy - reading, writing, calculation and use of these three skills (3Rs) in practical life situations.

Reconciling the continuous nature of literacy skills and the practical necessity to determine the literacy status of the population in terms of levels of skills, cut-off points were used on a scale of 0 to 100 for different skill levels. The four skill levels, based on a composite score for items in all the four skill components, used in the survey are non-literate, semi-literate, literate at the initial level and literate at the advanced level. Those whose scores fell in the range of scores either for literate at the initial or advanced level were designated as literate.

The stratified sampling design permitted assessment of literacy at four levels of overall literacy skills for the

total population 11 years and above, adult literacy rate for population 15 years and above, skill levels in the four components of literacy, as well as gender breakdowns, urban-rural breakdowns, and geographical breakdowns of literacy rates for the six administrative divisions and for metropolitan, municipal and rural areas.

The major findings, explained earlier in this chapter, are recapitulated in this section.

1. In the population 11 years and above, 41.4 percent were found to be literate either at the initial or advanced level. About half of the population (49.3 percent) were found to be non-literate and 9.3 percent semi-literate - both groups failing to qualify as literate according to the criterion used in the study.
2. The literacy rate for the adult population 15 years and over, the usual age-range for calculating the adult literacy rate, according to the survey, is 38.8 percent. Of the 61.2 percent of the adult population who did not qualify as literate, 53.3 percent fell in the category of non-literates and 7.9 percent were semi-literate.
3. Of the population 11 years and above, 21 percent were literate at the initial level and 20.4 percent at the advanced level. For the adult population, 15 years and above, the literates were also almost evenly divided between initial and advanced levels - 18.5 percent and 20.3 percent respectively. The significance of this categorization is that those at the advanced level have attained self-sufficiency in literacy skills that allows them to use the skills in a wide range of daily-life situations and to continue to develop the literacy skills and use these on their own for further learning. On the other hand, those at the initial level need opportunities for post-literacy learning and continuing education to make their literacy skills self-sustaining and useful in a wide range of life situations.
4. In respect of skill components, the best performance was found to be in reading, with 48.4 percent of the population scoring at or above the cut-off score for literacy. This level of performance was attained by 34 percent of the population in writing, 35.3 percent in numeracy and 33.2 percent in application of the 3Rs.
5. Adverse gender gaps for girls and women in literacy status were evident virtually across the board. In the population 11 years and above, females lagged 12 percentage points behind (35.6 percent against 47.6 percent). Females are slightly ahead in terms of initial

literacy (22.3 percent against 19.5 percent), but are at less than half the level of males in respect of advanced literacy (13.3 percent against 28.1 percent). Females also lagged in all the four skill components of literacy, especially in numeracy and application of the 3Rs, as shown in Figure 4.2. They are also behind the males in both urban and rural areas and in all six divisions of the country, as described below.

6. There is a large disparity in literacy between urban and rural areas. For the population 11 years and above, rural areas are 26.4 percentage points behind urban areas (37.2 percent and 63.6 percent respectively). In respect of adult literacy, rural-urban gap is of the same order (34.5 percent versus 61.5 percent).
7. Geographical differences in literacy attainment, besides the overall urban-rural gap, were manifested in various pronounced ways. People of the metropolitan cities, with a literacy rate of 69.5 percent, have the highest attainment among the eight sample strata. The average score of this group was 58.3 and half of them had a score 73.5 or higher - close to the score of 75 required to be in the category of the advanced literate. The next best performance was for the municipal towns with a literacy rate of 59 percent and average score of 49.5. The rural people of the six divisions have literacy rates ranging from 32.3 percent (rural Chittagong) to 47.7 percent (rural Barisal). Other low performers in this regard are rural Sylhet (33.6 percent) and rural Dhaka (35.2 percent). Rural Khulna is relatively a high performer with a rate of 45.8 percent. Rural Rajshahi is in the middle with a literacy rate of 37.2 percent. About a fifth of the respondents in the rural areas are literate at the initial level and another 11 to 15 percent are literate at the advanced level (Annex 4.1).
8. Gender analysis of data for the eight strata shows in respect of population 11 years and above that males surpassed females in all eight strata -- the gap ranged from 6 to 18 percentage points. This difference has been observed to be towards the lower end of the range in rural Chittagong and rural Barisal and high in two urban strata as well as rural Rajshahi, Khulna and Sylhet (Table 4.4). The situation of adult literacy (15 years and over) parallels that of the population 11 years and above, but with a higher overall rate of male-female disparity in the former group. This indicates that the gender gap is lower for the younger age groups (Table 4.13).
9. A pattern of overall disparity among the strata shows that males in the younger age-groups in metropolitan areas surpass by a large margin the older females in the rural areas. For example, the literacy rate for rural females in the adult category (15 years and over) in Sylhet is 23 percent in contrast to the rate of 77.2 percent for males in the 11 years and above population in the metropolitan areas - a staggering gap of 54.2 percentage points. Going down to villages/mahallahs, large variations are observed. The literacy rate is below 20 percent in 12 percent of the clusters of villages and mahallahs sampled. The rate is below the national average in 48 percent of the villages. It is below the national average in 80 percent of the villages in the Sylhet division and 73 percent of the villages in the Chittagong division (Annex 5.27).

Chapter Five

SOCIO-ECONOMIC CORRELATES OF LITERACY

The influence of socio-economic factors in educational attainment is well documented in education literature. Earlier Watch reports have examined the socio-economic dimensions of enrolment in primary schools and achievement of primary school students. This chapter presents the socio-economic variables related to the literacy situation in the country. Age of the respondents, parents' education, religious affiliation, occupation and income were considered as individual attributes. The relationship between socio-economic infrastructures of the villages/mahallahs with literacy was also examined. Besides, literacy situation of the elderly, female-headed households and urban slum population were looked at. The information collected about individual respondents and the village/mahallah are presented in Annex 5.1. A discussion of the socio-economic correlates of literacy follows. The salient findings are summarised at the end of the chapter.

Age Specific Literacy Rates

Literacy rates of the population according to different age groups are presented in Table 5.1. The literacy rate was the highest, 63.8 percent, among those aged 15-19 years. It was the second highest (56.2 percent) for respondents aged 11-14 years. The rate gradually decreased for those over the 15-19 age-range. The literacy rate was 16.1 percent among the respondents aged 75 years and above. This result is a confirmation of the increased educational effort at the primary level in the decade of the 1990's. Female-male gap in the literacy rates, favouring the males, were seen in all age groups except 11-14 years, in which case girls had a slight edge. Gender gap increased as the age of the respondents increased. Women aged 54 years and above were seen to lag much behind their male counterparts in the literacy league table. Less than 10 percent of the women in this category had literacy skills. The largest gender gap was found among population aged 60-64 years where females were 32.7 percentage points behind their male counterparts.

The urban-rural gap in literacy rate persists in all age groups (Figure 5.1). Age specific literacy rates by area of

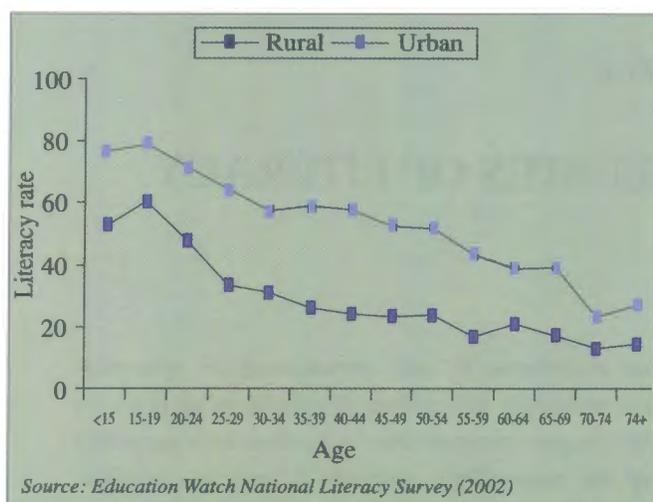
TABLE 5.1
Literacy rate by age and sex

Age	Sex			Difference (Female-Male)
	Females	Males	Both	
11 - 14	56.9	55.5	56.2	1.4
15 - 19	60.8	67.6	63.8	- 6.8
20 - 24	44.0	62.1	51.6	- 18.1
25 - 29	31.4	46.8	38.2	- 15.4
30 - 34	31.1	42.3	36.3	- 11.2
35 - 39	27.6	35.7	31.6	- 8.1
40 - 44	21.0	38.8	30.3	- 17.8
45 - 49	15.9	41.7	28.4	- 25.8
50 - 54	10.3	40.9	17.4	- 30.6
55 - 59	7.3	33.0	20.7	- 25.7
60 - 64	6.7	39.4	23.8	- 32.7
65 - 69	2.5	32.0	19.4	- 29.5
70 - 74	4.6	21.2	14.2	- 16.6
75 and above	2.0	25.6	16.1	- 23.6

Source: Education Watch National Literacy Survey (2002)

residence and sex of the respondents are provided in Annex 5.2. This shows that the females of each age group

FIGURE 5.1
Literacy rate by age and area of residence



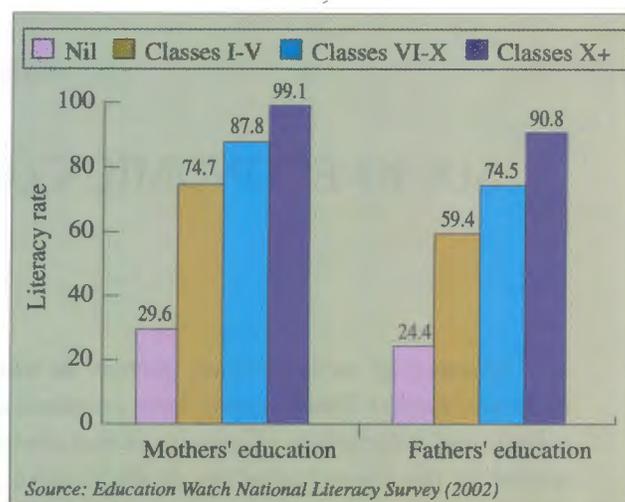
lagged behind the males of the same age group in both rural and urban areas. Rural females of each age group scored lowest compared to others (males of both the areas and females of urban area) of the same age.

Percentage distribution of the respondents of different age groups by level of literacy skills are provided in Annex 5.3. The age pattern of the respondents acquiring advanced level literacy was similar to that of the overall literacy level. Over 30 percent of the respondents of age 15-19 years had advanced level literacy skills. Annex 5.4 provides such analysis for males and females separately. Over 40 percent of the males aged 20-24 years and 24.7 percent of the females aged 15-19 years had advanced level literacy skills. None of the females of age 75 years and above had such skills, but 13 percent of the males of this age group were in the advanced category.

Parental Education and Literacy

A highly positive relationship between literacy skills of the population and level of their parental education was observed (Figure 5.2 and Table 5.2). The literacy rate was

FIGURE 5.2
Literacy rate by parental education



nearly 29.6 percent among those with mothers having no education, 74.7 percent among those whose mothers had primary education, 87.8 percent for those whose mothers had secondary education and 99.1 percent for the ones whose mothers had tertiary level education ($p < 0.001$). Similarly, literacy rate was found to be 24.4 percent, 59.4 percent, 74.5 percent and 90.8 percent respectively among

TABLE 5.2
Literacy rate by parental education and sex

Education level	Sex			Significance
	Females	Males	Both	
Mothers' education				
No education	22.7 (4,557)	36.9 (4,249)	29.6 (8,806)	$p < 0.001$
Classes I - V	71.3 (1,211)	78.7 (1,112)	74.7 (2,323)	$p < 0.001$
Classes VI - X	83.8 (555)	92.5 (492)	87.8 (1,047)	$p < 0.001$
Classes X+	98.5 (58)	100.0 (51)	99.1 (109)	ns
Significance	$p < 0.001$	$p < 0.001$	$p < 0.001$	
Fathers' education				
No education	19.1 (3,185)	29.8 (3,090)	24.4 (6,275)	$p < 0.001$
Classes I - V	50.4 (1,101)	68.5 (1,162)	59.4 (2,263)	$p < 0.001$
Classes VI - X	68.5 (1,277)	81.7 (1,107)	74.5 (2,384)	$p < 0.001$
Classes X+	87.6 (428)	95.0 (349)	90.8 (777)	$p < 0.001$
Significance	$p < 0.001$	$p < 0.001$	$p < 0.001$	

ns = Not significant at $p = 0.05$
 Figures in the parenthesis indicate number of individuals under literacy test
 Source: Education Watch National Literacy Survey (2002)

those with fathers having nil, primary, secondary and tertiary level of education ($p < 0.001$). The pattern of gender gap in literacy, however, persisted regardless of parental educational level, except for tertiary education. No gender difference was observed among those whose mothers had tertiary level of education (Table 5.2). The literacy rate was

only 22.3 percent among those whose parents had no education; and over 80 percent if at least one of them had primary and the other had secondary level of education (Annex 5.5).

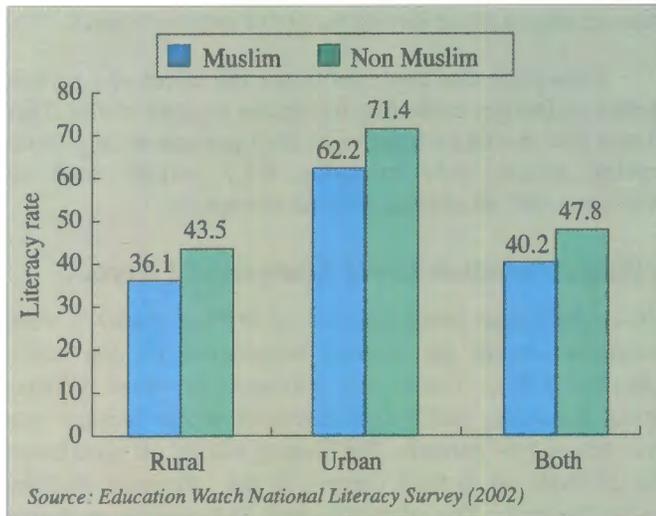
The urban respondents were also seen ahead of their rural counterparts having a similar level of parental education (Annexes 5.6 and 5.7). Positive relationship between parental education and literacy skills of the respondents was observed in each stratum. Again, stratum-wise variation was seen for all levels of parental education except mothers with tertiary level of education (Annexes 5.8 and 5.9). Annexes 5.10 and 5.11 provide analyses of different levels of literacy skills by parental education. The advanced literacy rate went up to over 80 percent if mothers attained tertiary level of education.

Religious Affiliation and Literacy

The non-Muslims, on the whole, were more likely to be literate than the Muslims at the aggregate level (47.8 percent vs. 40.2 percent; $p < 0.001$). However, this positive result did not apply to females (Annex 5.12). Gender

FIGURE 5.3

Literate rate by religious affiliation of the respondents and area



difference favouring males were seen in the literacy situation of both the religious groups. Annex 5.13 shows that urban population of both the groups were significantly ahead of their rural counterparts in the literacy race ($p < 0.001$). The non-Muslims surpassed the Muslims in both the areas ($p < 0.001$). The literacy rate was 36.1 percent for Muslims and 43.5 percent for non-Muslims in rural areas; and 62.2 percent for Muslims and 71.4 percent for non-Muslims in urban areas (Figure 5.3).

TABLE 5.3

Literacy rate by religious affiliation of the respondents and stratum

Stratum	Religious affiliation		Significance
	Muslim	Non-Muslim	
Rural Dhaka Division	33.2 (1,412)	56.0 (134)	$p < 0.001$
Rural Chittagong Division	33.6 (1,300)	26.9 (334)	$p < 0.05$
Rural Rajshahi Division	37.1 (1,394)	38.1 (197)	ns
Rural Khulna Division	42.9 (1,288)	55.5 (389)	$p < 0.001$
Rural Barisal Division	44.1 (1,323)	66.9 (248)	$p < 0.001$
Rural Sylhet Division	32.1 (1,444)	39.2 (395)	$p < 0.01$
Metropolitan cities	68.9 (1,351)	73.2 (235)	ns
Municipalities	57.1 (1,447)	70.1 (254)	$p < 0.001$
Significance	$p < 0.001$	$p < 0.001$	

ns = Not significant at $p = 0.05$
 Figures in the parenthesis indicate number of individuals under literacy test
 Source: Education Watch National Literacy Survey (2002)

Such an analysis by stratum shows that the non-Muslims were significantly ahead of the Muslims in rural areas of four divisions, viz., Dhaka, Khulna, Barisal and Sylhet, and in the municipalities (Table 5.3). No variation by religious affiliation of the respondents was observed in rural Rajshahi division and in the metropolitan cities. On the other hand, the Muslims of rural Chittagong division did significantly better than the non-Muslims of the same area (33.6 percent vs. 26.9 percent; $p < 0.05$).

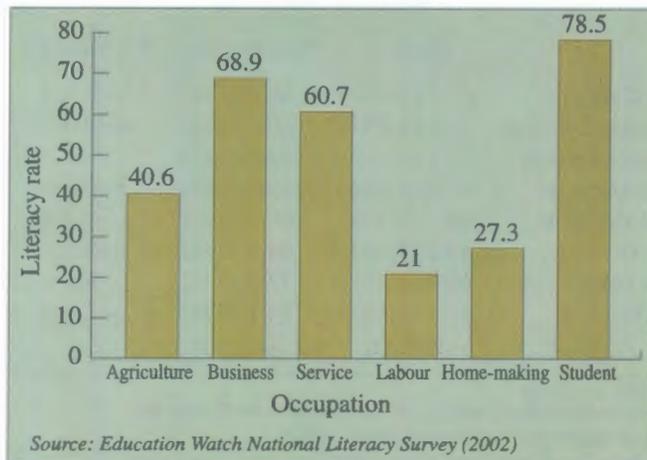
Percentage distribution of the respondents of both the religious groups by different levels of literacy are provided in Annexes 5.14 and 5.15. Overall, over a quarter of the non-Muslims and 19.5 percent of the Muslims had advanced literacy skills. Among the non-Muslims, 35 percent of the males and 16.5 percent of the females had this level of skills.

Occupation and Literacy

Statistically significant variation was observed in the literacy rates of the respondents of different occupations. Figure 5.4 shows that the literacy rate was much better among the students (78.5 percent), businesspersons (68.9 percent), and salaried workers (60.7 percent); however, it was much lower among home-makers¹ (27.3 percent) and the labourers (21 percent). Males did better than the females in each occupational group (Annex 5.16). Similarly, urban respondents were ahead of their rural counterparts (Annex 5.17). Annex 5.18 provides analysis by occupation and different literacy levels. Two thirds of the literate businesspersons and salaried workers and over a half of the students had advanced level literacy skills.

¹ This is generally not a paid job. Persons, almost all females, engaged in this job look after their own households and do not earn an income. A small number of males in the sample listed household work as their occupation.

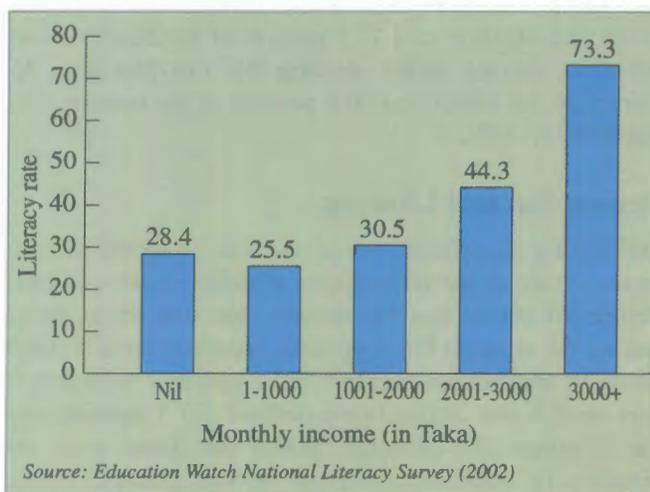
FIGURE 5.4
Literacy rate by occupation



Income and Literacy

Figure 5.5 shows a positive correlation between income of the respondents and literacy rate. Similar trend was observed when data were separately analysed for males and females, and for rural and urban respondents (Annexes 5.19 and 5.20). Nearly three quarters of the respondents with monthly income of Tk. 3,000 and above were literate; 55.8 percent of them were literate at the advanced level (Annex 5.21).

FIGURE 5.5
Literacy rate by monthly income

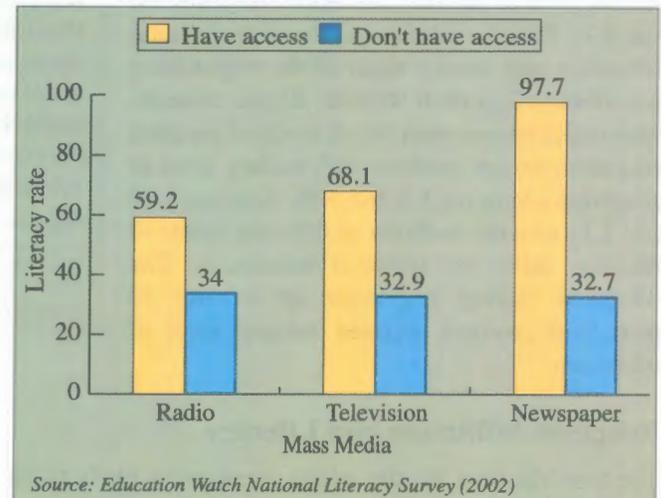


Communication Media and Literacy

Literacy rate of the respondents varied with the degree of access to communications media (Annexes 5.22 to 5.26). The literacy rate was 59.2 percent among those having access to radio and 34 percent among those who did not (Figure 5.6). Similar results are seen in case of access to television and newspaper. As expected, the literacy rate was 97.7 percent among those having access to

newspapers compared to 32.7 percent among those who had no access to this mass medium of communication. The literacy rate was 21.6 percent among those had no access to any of the three mass media (radio, television and

FIGURE 5.6
Literacy rate by access to mass communication media



newspaper); 45.8 percent among those having access to any one of the mass media, 72.5 percent with any two of the media and 98.2 percent with all the three media (Annex 5.25). Over three quarters of those having access to all three media had advanced level literacy skills. This rate was 45.1 percent among those having access to any two media.

Data were also analysed to see the affect of a certain media on literacy excluding the access to other media. This shows that the literacy rate was 36.5 percent among those having access only to radio, 47.7 percent only to television and 96 percent only to newspaper.

Village/Mahallah Level Analysis of Literacy

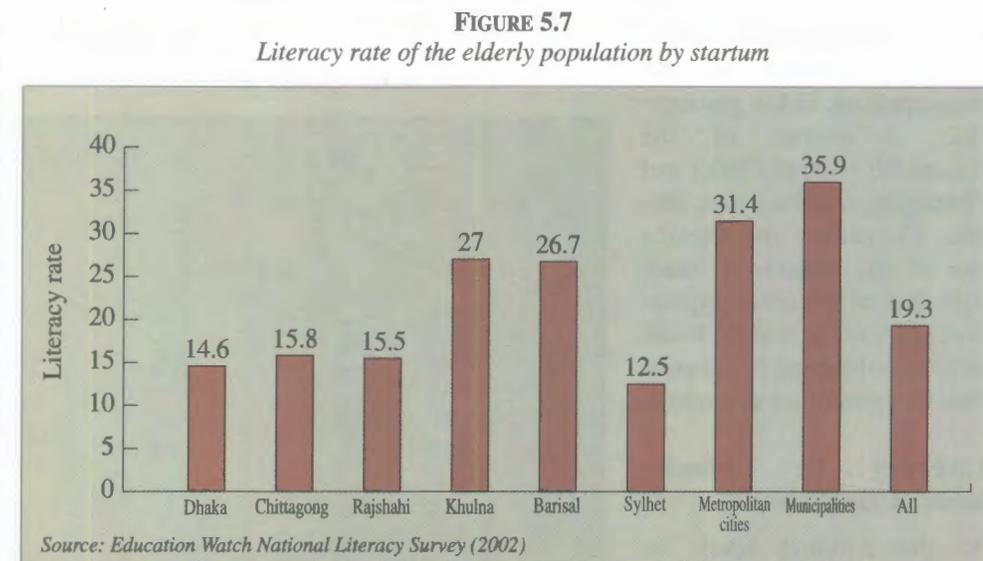
Village/mahallah level analysis of literacy shows a wide variation among the clusters considered for the study (Annex 5.27). There are villages in rural Chittagong, Rajshahi, and Sylhet divisions where literacy rate was below five percent. The literacy rate of all population varied from nil to 93.8 percent in the villages/mahallahs under the study. The adult (15 years and over) literacy rate also varied from nil to 95 percent. At least 50 percentage points variation was observed among the lowest and the highest scoring villages/mahallahs when data were analysed separately for each stratum.

The literacy rate was below 10 percent in about 3.3 percent of the villages/mahallahs and below 20 percent in 12 percent of the clusters (Annex 5.28). In the case of adult literacy, the rate was below 10 percent in 4.6 percent of the villages/mahallahs, and below 20 percent in 15.4 percent of the villages/mahallahs.

The literacy rate was below the national average in 48.3 percent of the villages/mahallahs, of which over 90 percent were rural areas. The literacy rate was below the national average in 80 percent of the villages in rural Sylhet division, 73.3 percent in rural Chittagong, 66.7 percent in rural Rajshahi, 60 percent in rural Dhaka, 40 percent in rural Khulna and 33.3 percent in rural Barisal division. Similar situation was observed in about a fifth of the mahallahs in the municipalities and 13.3 percent in metropolitan cities.

Literacy of the Elderly Population

Table 5.4 presents the literacy situation of the elderly population (aged 60 years and above) in the sample. Under



8.3 percent for rural and 20.9 percent for urban areas (Annex 5.29). Less than one percent of the female elderly had the literacy skills at the advanced level.

Stratum-wise analysis shows that over 30 percent of the elderly in the urban areas, about a quarter of them in rural Khulna and Barisal divisions, and less than 15 percent in other four areas were literate (Figure 5.7). The elderly were proportionately less literate than the population of all ages in each stratum.

TABLE 5.4

Literacy rate of the elderly population by area and sex

Area	Sex			Significance
	Females	Males	Both	
Rural Bangladesh	3.0 (414)	28.2 (523)	17.3 (937)	p<0.001
Urban Bangladesh	14.1 (100)	52.0 (114)	34.3 (214)	p<0.001
All Bangladesh	4.3 (514)	30.8 (637)	19.3 (1,151)	p<0.001
Significance	p<0.001	p<0.001	p<0.001	

Figures in the parenthesis indicate number of individuals under literacy test
Source: Education Watch National Literacy Survey (2002)

a fifth of the elderly in the sample could cross the cut-off point for minimum level of literacy. This was the case for 30.8 percent for males and only 4.3 percent for females (p<0.001). Over a third of the elderly in urban areas and 17.3 percent of them in rural areas were literate (p<0.001). The females were lagging much behind the males in both the areas. Only three percent of the females in rural areas and 14.1 percent in the urban areas were literate. At the national level, 9.8 percent of the elderly could achieve the advanced level literacy;

Literacy of Household Heads

Table 5.5 presents literacy rates of the household heads by area and sex. On average, 34.5 percent of the household heads were literate, 24.4 percent for females and 35.7 percent for males (p<0.001). Thirty percent of the rural and 59.5 percent of the urban household heads were found literate (p<0.001). The literacy rate of the household heads was highest in

TABLE 5.5

Literacy rate of the household heads by area and sex

Area	Sex			Significance
	Females	Males	Both	
Rural Bangladesh	21.4 (283)	31.0 (2,391)	30.0 (2,674)	p<0.001
Urban Bangladesh	42.2 (86)	61.4 (784)	59.5 (870)	p<0.001
All Bangladesh	24.4 (369)	35.7 (3,175)	34.5 (3,544)	p<0.001
Significance	p<0.001	p<0.001	p<0.001	

Figures in the parenthesis indicate number of individuals under literacy test
Source: Education Watch National Literacy Survey (2002)

metropolitan cities (65.1 percent) followed by the municipalities (54.9 percent). Only a quarter of the households in rural Dhaka and Chittagong divisions were literate. Comparing the literacy rate of the household heads with that of the other population, one can see that the heads of households were less literate than the population as a whole.

Literacy in Female-headed Households

At the national level, no statistically significant variation was observed in the literacy rates of the population in respect to gender of the household heads. The literacy rate was 41.5 percent in the male-headed households and 39.7 percent in the female-headed households (Table 5.6). There was also no variation in the literacy situation of the population of these two types of households in rural areas. However, in urban areas the members of the male-headed households were significantly ahead of those of the female-headed households (64 percent vs. 57.7 percent;

TABLE 5.6
Literacy rate by sex of household head and area of residence

Sex of household head	Area			Significance
	Rural	Urban	All	
Female headed	36.6 (791)	57.7 (239)	39.7 (1,030)	p<0.001
Male headed	37.2 (9,067)	64.0 (3,048)	41.5 (12,115)	p<0.001
Significance	ns	p<0.05	ns	

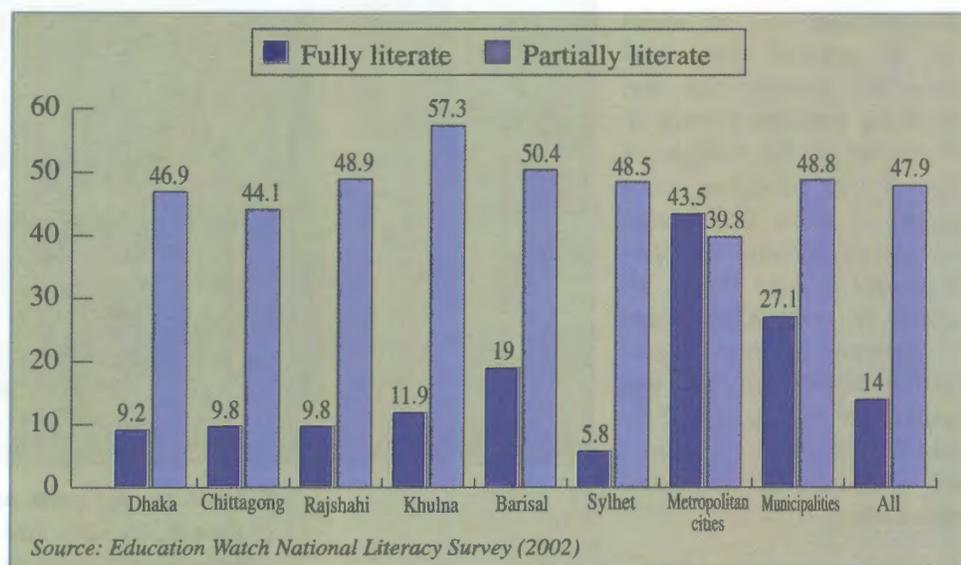
ns = Not significant at p=0.05
 Figures in the parenthesis indicate number of individuals under literacy test
 Source: Education Watch National Literacy Survey (2002)

p<0.05). The males significantly surpassed the females in both types of households (Annex 5.30). Advanced literacy was achieved by 20.8 percent of the respondents in female-headed households and 14.5 percent in male-headed households (Annex 5.31). More analysis on this is available in Annexes 5.32 and 5.33.

Literate Households

A household is considered literate if there is at least one literate member in the household. It was observed that 62

FIGURE 5.8
Percentage of fully and partially literate households by stratum



percent of the households had at least one person literate at the initial level. This was 58.7 percent for rural and 79.2 percent for urban areas (p<0.001). Statistically significant variation was observed across the strata (p<0.001). Highest proportion of literate households was found in metropolitan cities (83.3 percent) followed by the municipalities (75.8 percent). It was nearly 70 percent in rural Khulna and Barisal divisions. This rate was much lower in rural Chittagong and Sylhet divisions (about 54 percent). These figures can be found adding the proportions of both the bars in Figure 5.8.

Counting households as "fully literate" when all members are literate at least at the initial level, it was found that 14 percent of the households fall in this category. "Fully literate" households were below 10 percent in four rural areas, but only 5.8 percent in rural areas of Sylhet division. This was the case for 34.5 percent of households in urban areas and only 10.2 percent for rural areas (p<0.001). Nationwide, 35 percent of the households did not have even a single literate member in the family. In rural areas, this proportion was 41.3 percent and 20.8 percent in urban areas.

We also calculated the proportion of 'educationally dark' households. If no one in the household was literate and no school-aged children (6-15 years) of the household (if there is any) went to school, the household was defined as 'educationally dark' (Nath 2001). This measures household level literacy and school enrolment as a whole.

Six percent of the surveyed households, at the national level, fall in this category.

Community Infrastructure and Literacy

Respondents of the villages/mahallahs nearer to the upazila towns, highways and marketplaces were more likely to be literate than those living far from these markers of development (Table 5.7 and Annexes 5.34 to 5.35). Table 5.8 shows that literacy rate was significantly higher among those having electricity facilities in the villages/mahallahs than for those living in the areas without electricity facilities (45.2 percent vs. 31.8 percent; $p < 0.001$). Road communication facility in the villages/mahallahs is observed to have a relationship with literacy achievement of the population (Annex 5.36). Literacy rate was significantly higher in those villages/mahallahs where there were *pakka* roads compared to the villages without such roads (52.5 percent vs. 35.5

percent of the urban respondents were slum-dwellers. This created an opportunity to look at the literacy situation in the slums (Table 5.9). The literacy rate was 19.7 percent among the population in urban slums against 66 percent among non-slum urban residents. The literacy situation in urban slums was worse than in rural areas. There was no

TABLE 5.9
Percentage distribution of urban slum respondents by literacy levels and sex

Literacy Levels	Sex			Significance
	Females	Males	Both	
Non-literate	74.5	74.6	74.5	ns
Semi-literate	6.6	4.8	5.8	
Literate	18.9	20.6	19.7	
Initial level	8.8	14.1	11.2	
Advanced level	10.1	6.5	8.5	

ns = Not significant at $p = 0.05$
Source: Education Watch National Literacy Survey (2002)

TABLE 5.7
Literacy rate by distance of highway from village/mahallah

Distance of highway (in Km.)	Females	Males	Rural	Urban	All
Nil	45.4	61.2	45.0	64.9	53.0
0.5 - 5.0	35.2	47.2	37.1	61.3	41.0
5.1+	30.5	39.8	34.5	62.6	34.9
Significance	$p < 0.001$	$p < 0.001$	$p < 0.001$	ns	$p < 0.001$

ns = Not significant at $p = 0.05$
Source: Education Watch National Literacy Survey (2002)

percent; $p < 0.001$). Presence of NGO activities in itself did not make any difference in literacy achievement of the population (Annex 5.37).

TABLE 5.8
Literacy rate by electricity facilities in the village/mahallah and sex

Electricity facilities	Sex			Significance
	Females	Males	All	
Present	39.6 (4,805)	51.5 (4,346)	45.2 (9,151)	$p < 0.001$
Absent	26.0 (1,930)	37.9 (1,835)	31.8 (3,765)	$p < 0.001$
Significance	$p < 0.001$	$p < 0.001$	$p < 0.001$	

Figures in the parenthesis indicate number of individuals under literacy test
Source: Education Watch National Literacy Survey (2002)

Literacy in Urban Slum Areas

This study did not consider urban slums as a separate stratum². However, it was observed that just over five

statistically significant difference in literacy rates for males and females. Only 8.5 percent of the slum population had literacy skills at an advanced level. In this case the females were ahead of the males (10.1 percent vs. 6.5 percent).'

Salient Findings

This chapter presented the socio-economic variables related to the literacy situation in the country. Age of the respondents, parents' education, religious affiliation, occupation and income were considered as individual attributes related to literacy. The relationship between socio-economic infrastructures of the villages mahallahs with literacy was also examined. Besides, literacy situation of the elderly, female-headed households and urban slum areas were looked at. The main findings are summarised here.

² Clusters of household (no less than 25) of poorly constructed temporary dwellings or 'Jhupries' often as squatter settlements on public land, and without legal provision for utilities and basic public services.

1. Literacy rate was highest for the age group 15-19 years, at 63.8 percent, with decreasing rates for the older age-groups. This reflects the result of primary education expansion and literacy efforts during the last decade. In these efforts, the younger people appear to have participated in greater numbers than the older people. There is a sharp fall in the literacy rate of people of age 50 and above. This logic does not apply to the 11 to 14 years group, whose rate of literacy is somewhat lower at 56.2 percent than for the next higher age-group. The explanation may lie in the poor quality of schooling in general that requires several years of participation in education before one becomes literate. Another factor is the late entry into primary school for many children. A large proportion of the 11-14 age group, it appears, have not had long enough exposure to education to acquire literacy.
2. Gender disparity in literacy persists across the strata and for all age-groups except for the 11-14 years group. Equality in this age-group reflects progress in closing gender gap in primary school enrolment in the last decade. Continuation of gender gap among the older age groups might be the result of past gender disparity in primary education and the lack of effectiveness in adult literacy efforts as a whole.
3. Parental education is highly correlated with literacy achievement of people. The results are more pronounced in respect of formal education of both parents, but especially so for the mothers—literacy rate went up to 99.1 percent with mothers having 10 or more years of schooling. The rate is 87.8 percent when mothers had secondary level of education (classes VI to X) and 74.7 percent when they had primary education. It is a message of hope: successful educational efforts in this generation will have a high positive impact in the next generation. This also points to strategic lessons for the struggle against illiteracy.
4. As expected, occupations that yield better income and standard of living are correlated with a high level of literacy. Almost three quarters of the people with income of Taka 3,000 or higher per month are literate; whereas it is only a quarter for those with monthly income under Taka 1,000. This means that low productivity and income of farmers and labourers, the vast majority of the working population in the country, are both the cause and consequence of functional illiteracy. Their low level of literacy is a barrier to better productivity and earning, but their low income and occupations that require low levels of skills are a disincentive to literacy efforts on their part. This situation suggests the need for an emphasis on the functionality of literacy skills and linking literacy activities with specific efforts to improve productivity and earnings of people.
5. Access to communication media, proximity to roads and electricity and market centres are associated with higher literacy rates. These amenities promote demand for literacy and also offer wider opportunities for use, maintenance and enhancement of literacy skills. This finding reinforces the argument that the development policy of the country need to implement a deliberate policy of expanding access to the amenities of modern life and opportunities for diversified economic activities for communities and populations who remain deprived and under-served.
6. Sixty-two percent of the households in the country have at least one member in the household literate at the initial level; in other words, *more than one-third of the households in Bangladesh do not have a single literate person in the family*. Fourteen percent of the households are "fully literate," that is, all members 11 years and above in these households are literate. The usual urban-rural gap and geographical differences apply to this variable also. Interestingly, with approximately 40 percent of the heads of households qualifying as literate, there was no significant variation between male and female heads of households.
7. The non-Muslim population as a whole (11 years and over) have a literacy rate of 47.8 percent, more than 7 percentage points higher than of the Muslim majority rate of 40.2 percent. The male-female gap in the non-Muslim population, however, with a disadvantage of 11 percentage points for females (Annex 5.15) is comparable to the national gap of 12 percentage points. The higher literacy rate for the non-Muslim population, predominantly Hindus, is probably related to traditionally higher interest in education among Hindus, as well as the Christians and the Buddhists in Bangladesh; and a higher level of achievement orientation found in minority communities in many societies. The sample design did not permit drawing conclusions about various ethnic and linguistic minority groups in the country, who are also mostly non-Muslims, and who are known to be subjected to socio-economic and educational disadvantages.

EDUCATION PROVISIONS AND LITERACY

This chapter presents the relationship between education provisions and the literacy status of the population. Literacy has a strong correlation with schooling experience of individuals. However, six to seven years of schooling, with present quality of instruction, is needed to have a sustainable level of literacy skills for 80 percent of the population. People who have attended non-formal primary school are more likely to be literate than those who have gone to other institutions. Exclusive participation in non-school means of acquiring literacy, including TLM, had an insignificant impact in the literacy status of the population. The salient findings are summarised at the end of the chapter.

Basic Education and Literacy Initiatives

It is expected that education provisions of a country have something to do with the literacy level of the population. Along with the formal education system, extending from pre-school to the university, which is run by both the State and private bodies, there is also non-formal education and literacy initiatives of various types and sizes, traditional education initiatives like madrassas, and informal and self-learning activities. The primary education system is the main means of being literate, especially for the younger age group. There are at least eleven types of primary schools in the county, which are run by the State, private bodies and non-governmental organisations¹. The non-government development organisations (NGOs) have been running literacy centres since the 1960's. The State also has spent substantial resources in literacy activities in the last two decades. The most prominent public sector literacy programme is known as the Total Literacy Movement (TLM) carried out on a large scale in the second half of the last decade and has been continuing at a slower pace since then.

This chapter explores the literacy situation of the respondents according to current enrolment status, school

¹ These are State owned schools, Registered schools, Non-registered schools, Primary classes attached to High School, Experimental schools, Satellite schools, Community schools, Non formal school, Ebtedayee madrassas, Primary classes attached to High Madrassa, and Kindergartens (Alam and Hussain 1999, Directorate of Primary Education 2002).

type of the ever-enrolled respondents, years of schooling completed, and acquisition of literacy through non-school means. Besides, sustainability of literacy skills was also addressed by analysing those enrolled in schools but left schools at various levels of education.

Enrolment in School and Literacy

Nearly a fifth of the respondents were currently enrolled in any type of educational institutions at the time of survey, over 43 percent went to school at any time of their life but were not at school during the survey, and 37.6 percent never enrolled in any school. The literacy rate was 78.7 percent among the currently enrolled respondents, 60.4 percent among the dropouts from any educational institutions including primary schools, and 0.3 percent among the never-enrolled respondents (Table 6.1). Over 42 percent of the currently enrolled respondents and 28.2 percent of the dropped out respondents could reach advanced level literacy. None of the never-enrolled respondents had such a level of literacy skills. The males were ahead of the females and the urban respondents surpassed their rural counterparts in both the groups - currently enrolled and dropped-out respondents (Table 6.2; Annexes 6.1 and 6.2). Significant variation was also observed stratum-wise in the literacy rates of currently enrolled and dropped out respondents (Annex 6.3).

TABLE 6.1
Percentage distribution of respondents by levels of literacy skills and current enrolment status

Literacy levels	Current enrolment status		
	Currently enrolled (2,594)	Dropped out (5,999)	Never-enrolled (4,552)
Non-literate	8.9	24.2	98.9
Semi-literate	12.4	15.4	0.8
Literate	78.7	60.4	0.3
Initial level	36.2	32.2	0.3
Advanced level	42.5	28.2	0.0

Figures in the parenthesis indicate number of individuals under the survey
Source: Education Watch National Literacy Survey (2002)

years of schooling. Statistically significant variation in increment in literacy rate with increment in education was observed when data were segregated for males and females, and for urban and rural respondents (Table 6.3).

The females lagged behind the males in literacy rate even when both had equal levels of schooling. The gender gap widened with years of schooling, but the rates converged at the higher end of secondary education (Table 6.3 and Figure 6.2). Among the respondents with one year of schooling the females were about five percentage points behind their male counterparts, which gradually increased to 17.7 percentage points among those with four years of schooling and then declined to 3.5 percentage

TABLE 6.2
Literacy rate by current enrolment status, area and sex

Sex	Rural Bangladesh			Urban Bangladesh		
	Currently enrolled	Dropped out	Never enrolled	Currently enrolled	Dropped out	Never enrolled
Females	71.4 (914)	49.0 (2,029)	0.1 (2,190)	91.9 (396)	71.0 (853)	0.4 (460)
Males	79.1 (892)	63.2 (2,209)	0.6 (1,524)	95.4 (392)	82.4 (908)	0.0 (278)
All	75.1 (1,806)	56.4 (4,238)	0.3 (3,814)	93.6 (788)	76.9 (1,761)	0.3 (738)
Significance	p<0.001	p<0.001	p<0.001	p<0.001	p<0.001	ns

ns = Not significant at p=0.05
Figures in the parenthesis indicate number of individuals under the survey
Source: Education Watch National Literacy Survey (2002)

Years of Schooling and Literacy

As expected, literacy rate significantly increased with the increase in years of schooling of the respondents (Figure 6.1). A very small proportion of the respondents who had no schooling experience was also literate. At the aggregate level, the literacy rate was 30.4 percent among those with three years of schooling, 49.6 percent against four years of schooling, 64.4 percent against five years of schooling, and over 80 percent among those with six or more years of schooling. Close to 100 percent literacy was observed only in the population with at least 10

points among those having nine years of schooling. Similar pattern was seen when data were analysed separately for urban and rural areas. The females needed at

FIGURE 6.1
Literacy rate by years of schooling completed

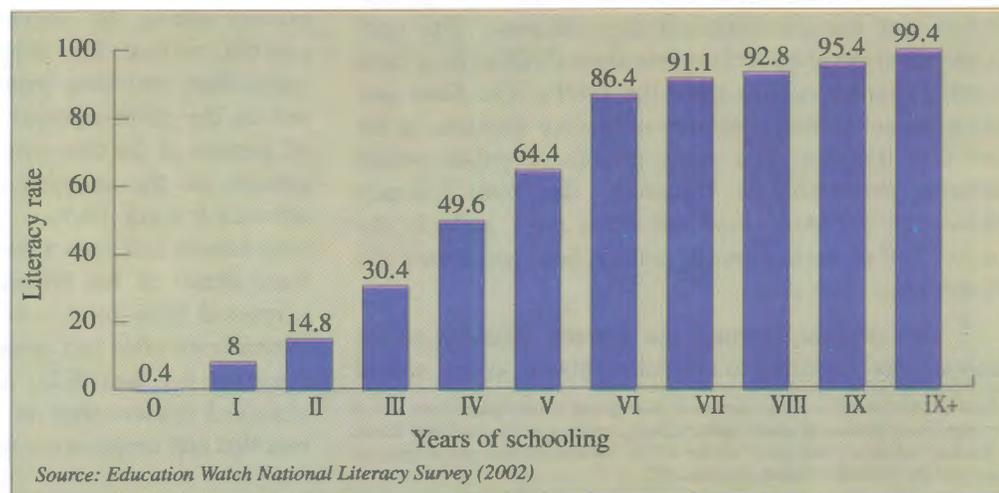


TABLE 6.3
Literacy rate by years of schooling completed, area and sex

Years of schooling	Sex			Area			All
	Females	Males	Diff. (F-M)	Rural	Urban	Diff. (R-U)	
Nil	0.2	0.7	- 0.5	0.4	0.6	- 0.2	0.4
I	5.3	10.2	- 4.9	7.9	9.2	- 1.3	8.0
II	11.4	18.4	- 7.0	14.3	18.0	- 3.7	14.8
III	22.8	37.6	- 14.8	28.0	47.2	- 19.2	30.4
IV	42.0	59.7	- 17.7	47.4	65.8	- 18.4	49.6
V	57.0	74.1	- 17.1	61.7	80.9	- 19.2	64.4
VI	81.6	92.3	- 10.7	85.5	91.1	- 5.6	86.4
VII	87.8	95.2	- 7.4	90.4	94.4	- 4.0	91.1
VIII	89.6	96.2	- 6.6	92.0	95.3	- 3.3	92.8
IX	93.6	97.1	- 3.5	94.8	97.7	- 2.9	95.4
IX+	99.5	99.4	0.1	99.7	99.0	0.7	99.4
Significance	p<0.001	p<0.001		p<0.001	p<0.001		p<0.001

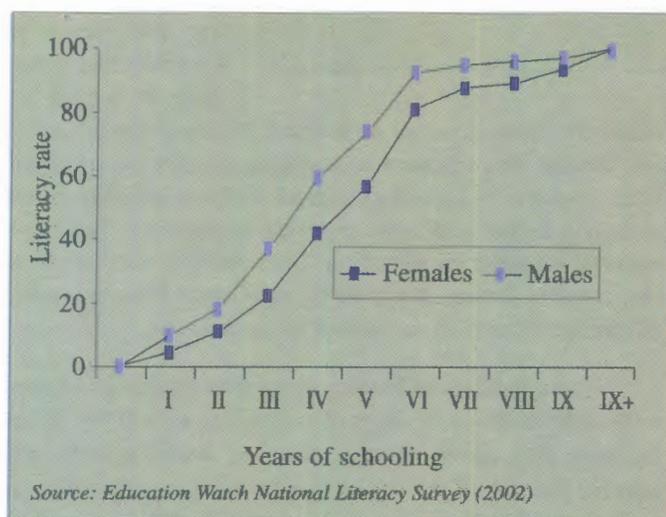
Figures in the parenthesis indicate number of individuals under the survey
Source: Education Watch National Literacy Survey (2002)

least one more year of schooling to have the same level of literacy skills as males. This is clearly related to a general neglect of girls and women in society and disadvantages females suffer even when they are enrolled in the school. A similar lag in literacy rate in the rural areas is found compared to urban areas at the same level of schooling of

provided in Annexes 6.4 and 6.5. Comparing the literacy rates of these two groups of respondents, it can be said that with the same level of schooling, the currently enrolled respondents were one year ahead of the dropped out respondents (Figure 6.3). However, this variation disappeared among those with eight years of schooling and

FIGURE 6.2

Literacy rate by years of schooling completed and sex

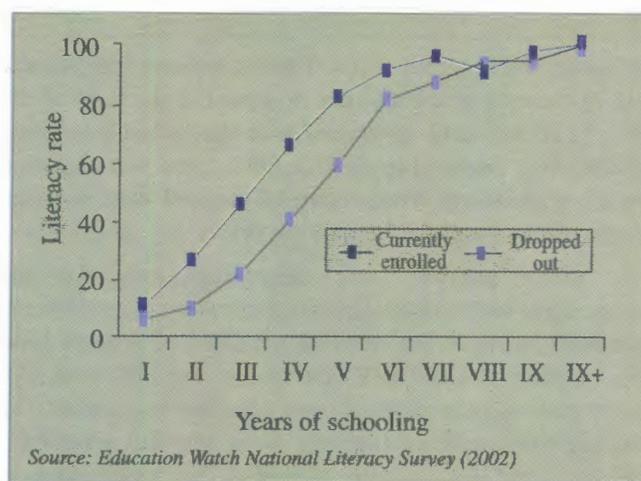


the sample population. As in respect of gender, area-wise literacy gaps were also higher among those with three to six years of schooling and lower at both ends of the scale for years of schooling.

Literacy rates of the currently enrolled and dropped out respondents by years of schooling completed are

FIGURE 6.3

Literacy rate by current enrolment status and years of schooling completed



above. There is a possibility that the dropped out respondents had lost their literacy skills due to dropping out before getting a minimum level of schooling. A pertinent question is: Is there a critical level of schooling that ensures sustainability of literacy skills of the population? Following analyses provide an answer.

Sustainability of Literacy Skills

In order to assess the sustainability of literacy skills of the population and its relationship with level of education we chose only those respondents who had schooling at various levels, but were not in school during the survey. Information on years elapsed after leaving school, i.e., time (in years) between the respondents leaving school and the time of the survey, was regarded as the key variable. As mentioned earlier, on an average, the literacy rate of these respondents was 60.4 percent including 28.2 percent with

years; i.e., the roles and responsibilities in society a person with primary education could hold in the past now require at least secondary education credentials.

On the other hand, no such pattern was observed among those having six or more years of schooling. Interestingly, a big jump was also observed in literacy skills from grades IV-V to grades VI-VII (overall from 53 percent to 85 percent). It shows that a sizable proportion of the respondents who had less than five years of schooling and were not in any educational institution during the survey

TABLE 6.4
Literacy rate of the dropped out respondents by years of schooling completed and years elapsed after leaving school

Years of schooling	Years elapsed after leaving school						All	Significance
	0 - 5	6 - 10	11 - 15	16 - 20	21 - 25	26+		
Nil - I	9.7	2.8	0.0	1.5	1.1	6.4	4.4	p<0.05
II - III	15.2	11.1	7.2	11.2	20.0	20.9	15.6	p<0.01
IV - V	50.3	48.8	51.3	50.6	52.0	60.1	53.0	p<0.05
VI - VII	84.4	79.8	86.9	89.2	88.0	88.0	85.0	ns
VIII - IX	95.2	93.9	96.6	95.7	97.6	90.9	94.3	ns
X+	99.2	100.0	99.4	100.0	98.8	98.0	99.2	ns
All	71.3	60.8	60.6	56.2	58.0	54.4	60.4	p<0.001
Significance	p<0.001	p<0.001	p<0.001	p<0.001	p<0.001	p<0.001	p<0.001	

ns = Not significant at p=0.05
Source: Education Watch National Literacy Survey (2002)

advanced level literacy skills. Table 6.4 shows that literacy rate of these respondents (not in school at the time of the survey) significantly increased with the increase in years of schooling they had (p<0.001). Such trend was observed for all respondents irrespective of elapsed time between leaving school and the literacy survey.

When analysis was done separately for the respondents with various levels of schooling, two different scenarios emerged. For respondents who had primary level of schooling (grades I to V), the literacy rate followed a U-shape curve against elapsed years after leaving school. The literacy rate was lowest among those who left school 11-15 years ago, i.e., during 1986-91. The higher literacy skills among the respondents who left schools much earlier (over 25 years ago) than for those who left school recently (within last five years) indicate two possibilities. The quality of education may have deteriorated over the years; or/and people in the older age group may have gained literacy skills from their social interaction. A related factor may be the inflation in the value of schooling over the

relatively better achiever as learners. A 'transition effect' is also evident here - those who managed to make the transition from primary to secondary school did considerably better with only a short additional exposure to schooling than those who did not make the transition. The transition effect needs to be examined further, but probably represents socio-economic advantages of certain sections of the population.

Sustainability of literacy skills was clearly associated with at least the early stage of secondary education. *It can be said that an acceptable level of literacy skills (80 percent literacy of the population), which is sustainable as well, requires six to seven years of schooling of current standard of instruction in school.* Obviously, the time span can be reduced if quality of education can be increased. Similar analyses for advanced literacy are provided in Annex 6.8. It shows that to have 80 percent of the people with sustainable advanced literacy skills at least ten years of schooling of current standard is necessary.

(about 40 percent) were unable to qualify as literate. However, a high proportion of the respondents of the group with six to seven years of education (over 80 percent) achieved the literacy skills and sustained them. Literacy rate was found to be 82.8 percent among the currently enrolled respondents with five years of schooling (Figure 6.3); not unexpected, since those completing five years of schooling and continuing in school are

Type of Educational Institution and Literacy

Literacy rate of the currently enrolled students in primary level educational institutions is presented in Table 6.5. Considering their size in the sample, various types of primary level institutions were collapsed into four

government primary schools (33.4 percent). This was 46.4 percent among the students of State-owned primary schools and 53.9 percent among those in ebtedayee madrassas. The students of non-formal schools with three years of schooling acquired a level of literacy skills, which the students of other types of schools achieved after five years of schooling. Nearly 97 percent of the students of non-formal primary schools achieved literacy skills at the end of four to five years of schooling and two-thirds did so at the end of three years of schooling. In the regular primary schools and the madrassas, it took the full five years cycle to attain literacy for two-thirds of the children.

TABLE 6.5
Literacy rate of the currently enrolled students of primary level educational institutions by school type and grade of enrolment

School type	Grade of enrolment				Significance
	I	II - III	IV - V	All	
Government primary	9.3 (41)	37.9 (215)	61.8 (207)	46.4 (463)	p<0.001
Non-government primary	0.0 (19)	26.4 (65)	63.3 (52)	33.4 (136)	p<0.001
Non-formal primary	17.9 (19)	61.0 (17)	96.9 (21)	60.0 (57)	p<0.001
Ebtedayee madrassa	0.0 (6)	45.2 (26)	65.1 (43)	53.9 (75)	p<0.01
All	8.5 (85)	37.3 (323)	65.3 (323)	45.9 (731)	p<0.001
Significance	ns	p<0.05	p<0.01	p<0.001	

ns = Not significant at p=0.05
Figures in the parenthesis indicate number of individuals under the survey
Source: Education Watch National Literacy Survey (2002)

categories, viz., government primary, non-government primary, non-formal primary and ebtedayee madrassas.² Readers should note that, because of the size of the sample in each category, conclusions related to grade levels for different categories of schools should be regarded with caution, but statistically significant variation was found in

Annex 6.9 provides advanced literacy rate of the currently enrolled students at primary level. Only 9.5 percent of them could achieve the advanced level of literacy. Here also the students of non-formal primary schools were ahead of their counterparts in other types of schools. None of the students of non-formal primary and the madrassas could achieve advanced literacy skills after three years of schooling. On average, 17.8 percent of the students could achieve advanced level during fourth and fifth grades.

TABLE 6.6
Literacy rate of the respondents dropped out from the primary level educational institutions by school type and grade passed

School type	Grade passed				Significance
	Nil - I	II - III	IV - V	All	
Government primary	3.7 (517)	14.7 (723)	52.1 (1,224)	30.8 (2,464)	p<0.001
Non-government primary	0.8 (76)	17.8 (92)	41.8 (134)	24.1 (302)	p<0.001
Non-formal primary	15.8 (8)	31.2 (24)	75.3 (17)	42.6 (49)	p<0.01
Ebtedayee madrassa	0.0 (8)	19.9 (19)	51.4 (24)	30.1 (51)	p<0.01
All	3.6 (609)	15.5 (858)	51.4 (1,399)	30.3 (2,866)	p<0.001
Significance	ns	ns	p<0.05	p<0.001	

ns = Not significant at p=0.05
Figures in the parenthesis indicate number of individuals under the survey
Source: Education Watch National Literacy Survey (2002)

these cases; and robust conclusions could be drawn for the school category as a whole. On average, the literacy rate was 45.9 percent among the currently enrolled in primary education, which significantly varied according to school type (p<0.001) and grade of enrolment (p<0.001). The literacy rate was highest among those in non-formal primary schools (60 percent) and lowest in non-

Literacy rate of the respondents who dropped out from schools before or just after completing primary cycle is provided in Table 6.6. Here also the non-formal schools surpassed other types of institutions. On average, 30.3 percent of the respondents of this type had literacy skills. There was variation among types of school on literacy achievement of those who dropped out in grade IV or V. Annex 6.10 shows that the advanced literacy rate of these respondents was only 5.4 percent. None of the students of non-formal schools who dropped out before completing the primary cycle had advanced literacy skills.

² These four types cover over 93% of the total enrolments at primary level (Chowdhury et al 2002).

Sustainable Literacy through State-Run Schools

Sustainability of literacy skills of the respondents who dropped out at various levels from State-managed primary schools is a significant issue, because two thirds of the

TABLE 6.7

Literacy rate of the respondents who dropped out from government primary schools after completing different levels of education by grade and years elapsed after leaving school

Grade	Years elapsed after leaving school						All	Significance
	0 - 5	6 - 10	11 - 15	16 - 20	21 - 25	26+		
Nil - I	2.0	0.0	0.0	1.7	1.3	7.3	3.8	p<0.01
II - III	10.0	11.2	7.0	8.1	21.2	21.7	14.7	p<0.001
IV - V	45.3	47.2	49.3	48.6	52.9	62.2	52.2	p<0.001
All	32.0 (365)	28.8 (377)	29.4 (302)	22.5 (309)	33.7 (250)	34.5 (849)	30.9 (2,452)	p<0.01
Significance	p<0.001	p<0.001	p<0.001	p<0.001	p<0.001	p<0.001	p<0.001	

Figures in the parenthesis indicate number of individuals under the survey
Source: Education Watch National Literacy Survey (2002)

primary school children attend this type of schools. It was not possible to do such an analysis for other types of schools due to absence of sufficient numbers of respondents in the sample. Similar to overall findings, the literacy rate of the respondents who dropped out during their primary education in government schools significantly varied with the number of years passed after leaving school ($p<0.01$). The overall literacy rate of these respondents was similar to the rate for the total sample of people who had dropped out from different types of primary institutions (Table 6.7). The rate was 52.2 percent among those who left schools after attending fourth or fifth grade. The variation on the whole was not high for elapsed numbers of years since leaving school. *The key conclusion from this analysis clearly is that a large number in the population does not acquire literacy skills even after completing the full cycle of primary education, although this is the principal means of acquiring literacy skills.*

Literacy Outside Schooling

Under four percent of the respondents informed that they gained literacy skills exclusively through modes of

³ Total Literacy Movement (TLM), as a countrywide literacy campaign was started in 1994 by the government. The government organised adult literacy courses of six months duration over half the districts of the country. The Deputy Commissioners, in charge of the district civil administration, managed the programme in each district with DNFE technical support.

education other than formal schools and non-formal primary education programmes. In this category, 1.5 percent of the total respondents went to centres under TLM³, 0.6 percent in what is known as centre-based approach (CBA) run by NGOs with government assistance and 1.8 percent received instruction at home⁴. The literacy rate was only 3.5 percent among the group who reported to have utilised the non-school means (of which only 0.4 percent reached advanced level). It is obvious that these modes of acquiring literacy applied to a very small proportion of the population. One interesting observation is that the literacy rate was 3.3 percent among those who were educated at home and only 1.3 percent who went to the centres under TLM. On the

TABLE 6.8

Literacy rate of the respondents who experienced only non-school means of learning by sex

Non-school means of acquiring literacy	Sex		
	Female	Male	Both
Total Literacy Movement	0.0 (98)	2.7 (94)	1.3 (192)
Centre Based Approach of NGOs	4.7 (52)	25.4 (19)	10.2 (72)
Education at home	0.4 (133)	7.1 (101)	3.3 (234)
All	1.1 (283)	6.8 (214)	3.5 (497)

Figures in the parenthesis indicate number of individuals under literacy test
Source: Education Watch National Literacy Survey (2002)

whole, as the data show, non-school modes of acquiring literacy did not have a significant impact on the literacy rate of the population (Table 6.8).

An attempt was also made to see the literacy situation in the villages/mahallahs where there were TLM activities. Nearly a quarter of the mahallahs in urban areas and 44 percent of the villages in rural areas under the study were covered by the TLM activities. Table 6.9 shows no significant variation in the literacy rates of these areas from areas without TLM activities (42.1 percent vs. 40.6 percent). Sex-wise analysis shows that males of the TLM

⁴ Of the total respondents 62.2 percent went to various types of schools, and 33.9 percent did not participate in any educational programme.

areas compared to females were ahead of the males from outside TLM areas ($p < 0.05$). However, the literacy rate was equal for the females in both the areas. It appears that TLM activities did not amount to any special advantage for women participants in respect of their literacy

literacy rate of the population 11 years and over was 48.2 percent in the "illiteracy free" districts and 40.8 percent in other districts ($p < 0.001$). The adult literacy rates were 44 percent and 38.4 percent in these two types of districts ($p < 0.01$). These findings are slightly different from those of the *Education Watch 2001*. The *Education Watch 2001* (sample of 2000) showed that the "illiteracy free" districts were ahead of the other districts in respect of literacy of population 7+ years (39 percent vs. 36.9 percent; $p < 0.001$), and enrolment of the children at primary (83.9 percent vs. 79.6 percent; $p < 0.001$) and secondary (77 percent vs. 68.6 percent; $p < 0.001$) levels; but no difference was found in the case of adult literacy. It is possible that the small positive difference between 2000 and 2002 with regard to adult

literacy rate reflects the effect of increased primary enrolment which appears to be an indirect benefit of TLM on the six districts. TLM activities had ended in these districts some years ago.

It is argued that the TLM is aimed at people aged 11-45 years. Table 6.11 presents some analyses of the respondents of this age-group. The literacy rate for this age group was found to

be 46.2 percent - 4.8 percentage points more than that of

TABLE 6.9

Literacy rate by presence of TLM in the village/mahallah and sex

Presence of TLM	Sex		All	Significance
	Females	Males		
Present	35.4 (2,384)	49.1 (2,305)	42.1 (4,689)	$p < 0.001$
Absent	35.7 (4,378)	46.3 (3,917)	40.6 (8,295)	$p < 0.001$
Significance	ns	$p < 0.05$	ns	

ns = Not significant at $p = 0.05$
 Figures in the parenthesis indicate number of individuals under literacy test
 Source: Education Watch National Literacy Survey (2002)

TABLE 6.10

Literacy situation in the government declared six 'illiteracy free' districts

Literacy levels	Literacy of all population			Adult literacy		
	Six districts (842)	Other districts (12,303)	Significance	Six districts (724)	Other districts (10,510)	Significance
Non-literate	43.3	49.8	$p < 0.001$	48.3	53.6	$p < 0.01$
Semi-literate	8.5	9.4		7.7	8.0	
Literate	48.2	40.8		44.0	38.4	
Initial level	20.9	21.0		17.8	18.6	
Advanced level	27.2	19.8		26.2	19.8	

Figures in the parenthesis indicate number of individuals under literacy test
 Source: Education Watch National Literacy Survey (2002)

achievement (Table 6.9). Although TLM was initiated in almost half the districts of the country, by 2001, six districts were declared as "free from illiteracy" as a result of this movement. The districts are Lalmonirhat, Magura, Chuadanga, Joypurhat, Gazipur and Rajshahi. The study design of this *Watch* does not allow computing separate estimates of literacy for these districts. Of the 240 clusters covered by the study 15 falls under these six districts. This created an opportunity to compare the literacy situation of the total sample derived from these districts to other districts. Table 6.10 shows that the literacy rate was higher in those districts declared as "free from illiteracy" than others. The

TABLE 6.11

Literacy rate of the respondents aged 11-45 years by different sub-groups

Sub-groups	Females	Males	Both	Significance
TLM areas	41.8 (1,912)	53.4 (1,766)	47.4 (3,678)	$p < 0.001$
Non-TLM areas	41.8 (3,595)	49.1 (3,039)	45.1 (6,634)	$p < 0.001$
Significance	ns	$p < 0.01$	$p < 0.05$	
'Six' districts	47.8 (346)	61.8 (331)	54.5 (677)	$p < 0.001$
Other districts	41.5 (5,223)	50.3 (4,535)	45.5 (9,758)	$p < 0.001$
Significance	$p < 0.05$	$p < 0.001$	$p < 0.001$	
All Bangladesh	41.9 (5,569)	51.1 (4,866)	46.2 (10,435)	$p < 0.001$

ns = Not significant at $p = 0.05$
 Figures in the parenthesis indicate number of individuals under literacy test
 Source: Education Watch National Literacy Survey (2002)

the total population 11 years and above. The rate was 47.4 percent in the people 11-45 years in TLM areas and 45.1 percent in the same age-group in non-TLM areas ($p < 0.05$). Again, the literacy rate was 54.5 percent in the districts declared "free from illiteracy" and 45.5 percent in the other areas ($p < 0.001$). This shows that an impact of TLM activities has emerged, but not at the level it is claimed.

Literacy in Madrassas other than Ebtedayee Madrassas

There are some religious educational institutions in the country providing Islamic education in order to produce community religious leaders and imams who lead the prayer in the mosques. These institutions are called *Forqania*, *Hafizia* and *Quami* madrassas. First two of these provide education in non-graded classes and the third one has a graded system (BANBEIS 1992). Although these institutions mainly provide Q'uranic education in Arabic, some teaching on Bangla language is also done. A small portion of the sample respondents (only 76 in number) had experience with such education. However, we do not know how long they studied there. The respondents were divided into two groups - currently enrolled and dropped out. The literacy rate was 51.7 percent among those who were still enrolled in these institutions and 29.7 percent among those who enrolled in these institutions at some point of their life but were not there during the survey.

Salient Findings

The above presentation of educational provisions in communities and their effect on the literacy situation highlights a relationship of interaction and association between the two. These highlights are recapitulated below.

1. There is a high level of literacy, as expected, in the population 11 years and above, who are enrolled currently in educational institutions. However, even in this population, despite the fact that they are at least 11 years old and are enrolled in school, 21.3 percent were not literate. This situation is consistent with the finding (see below) that even after completing the primary stage of schooling, over one third of the people remained illiterate. It may also be noted that a proportion of the people in the age-range 11 years and over, who are enrolled in school, have not completed primary education because of the phenomenon of late entry into primary school and over-age children in primary school.
2. Five years of schooling, which is equivalent of completion of primary schooling, resulted in a literacy rate of 64.4 percent among this population. In other words, more than a third (35.6 percent) of

those who have had five years of schooling failed to acquire literacy even at the initial level. Three years of primary education, cited in international literature as a benchmark for acquiring sustainable and functional literacy and numeracy, led to a literacy rate of only 30.4 percent in Bangladesh. Advance literacy was achieved by 5 percent of the people after three years of schooling and by 17 percent after 5 years of schooling. This situation is a disturbing commentary on the quality of primary education in the country. The *Watch* survey shows that close to 100 percent literacy in the population cannot be ensured, at the present level of educational quality, with less than 10 years of schooling.

3. Sustainability of literacy skills is a critical concern in planning literacy programmes. Sustainability was attempted to be gauged by ascertaining the proportion of literate people among those who had a certain numbers of years of schooling in the past and some years elapsed since they left school. The *Watch* survey reveals that about half of the people with four to five years of schooling were literate after leaving school 10 or more years earlier. The rate of literacy 10 or more years after leaving school was 7 percent for those who had two to three years of schooling (Table 6.4). This can be compared with 64.3 percent literacy rate among the total population with five years of schooling and 30.4 percent literacy rate of those with three years of schooling (including those enrolled in school currently or have completed schooling in recent years) (Figure 6.1). Data are not available for literacy rate 10 years ago of the population with five or three years of schooling to have a precise measure of loss of their literacy skills over these years, but there is no strong reason to surmise that literacy rate of the population with a certain level of schooling was much different 10 years ago. It can thus be seen that there has been a substantial loss of literacy skills of the population, but the loss was dramatically higher for those with 2-3 years of schooling than for those with 4-5 years of schooling. Interestingly, sustainability of literacy is consistently higher among those who completed various levels of schooling 16 or more years earlier, even though more time has elapsed since they left school than those who went to school more recently. Even in the case of those with only 2-3 years of school attendance 16 or more years ago, the survey showed a two to three times higher literacy rate than those completing the same years of schooling in recent years. A plausible explanation is that the quality of education in schools has deteriorated over the years.

Another factor may be the inflation of value of schooling over the years; i.e., social and occupational

roles and responsibilities that a person with primary education could hold in the past now require at least secondary education credentials. People with relatively low level of schooling thus had greater opportunity to use and further develop their literacy skills in the past.

4. The literacy rates among students, 11 years and above, in primary schools shed light on the performance of different types of primary education institutions. (A substantial proportion, 27.2 percent by some estimates, of students in primary schools are over the designated age-range of 6-10 years.) The average literacy rate of students in non-formal primary schools in grades four and five combined was one-third higher (96.7 percent) than in government primary schools (61.8 percent), non-government or government-assisted primary schools (63.3 percent) and ebtedayee madrassas (65.1 percent).
5. Primary education is clearly the main means of acquiring literacy for the population as a whole. Under four percent of the respondents in the national sample

reported that they used exclusively non-school means of learning literacy skills — including TLM (1.5 percent) and learning at home (1.8 percent). Only 3.5 percent of this group qualified as literate. Among exclusive TLM participants, 1.3 percent were found literate. The literacy outcome for the population as a whole is the product of a combination of different instrumentalities, such as, a period of time spent in the primary school, attendance in literacy courses, and self-learning efforts. Adult literacy programmes prevalent in Bangladesh, TLM being the principal one, as an exclusive means of acquisition of literacy, appears to have a minor impact on the literacy status of the population.

6. Gender gap persists in respect of literacy status of the population across the board. Females lagged behind males in literacy rates even when they had the same numbers of years of schooling. Girls and women needed to have one more years of schooling than their male counterparts to have the same average rate of literacy.

USE OF LITERACY SKILLS AND CHOICE OF POST-LITERACY ACTIVITIES

This chapter deals with two key concerns in literacy programmes - the use people make of literacy skills and peoples' perceptions of what is needed as post-literacy and continuing education activities. The respondents in the literacy survey were asked to describe the uses they made of their literacy skills and to indicate what needs they perceived as post-literacy and continuing learning opportunities. The respondents had a choice of up to three answers to each question. The salient findings are summarised at the end of the chapter.

Use of Literacy Skills

Opinion of the respondents about the use of their literacy skills was grouped into six broad categories. Of the literate respondents, 61.8 percent mentioned that they used their literacy skills in written communication with others or in reading documents (such as, bills, receipts, notices, instructions, etc.), nearly 60 percent helped their children in their homework or in guiding them in their study; 46.5 percent read books, newspapers and magazines; and 43.4 percent used the skills in their professional work and in workplaces (Table 7.1). About 15 percent of the literate respondents reported that they used their literacy skills in

higher study and about 10 percent said that their literacy skills was used in collecting relevant information for a better life.

Gender variation was observed in use of literacy skills (Table 7.1). Nearly 60 percent of the males and only 23.2 percent of the females used their literacy skills in their professions or in workplaces. On the other hand, more females than males used their literacy skills in helping children's study, communicating with others and reading documents. Not much gender variation was observed in other uses of literacy skills.

Highest urban-rural variation, favouring the urban respondents, was observed in the use of literacy skills in reading newspapers, books, and magazines. (58.9 percent vs. 42.4 percent) (Table 7.2). Urban respondents were more likely to use literacy skills in professions and workplaces, collecting information for betterment of life, and for higher studies than their counterparts in rural areas. On the other hand, more people in rural areas used their literacy skills in communicating with others and reading documents than those in urban areas.

Use of literacy skills varied with the variation in level of literacy skills

TABLE 7.1
Percentage of literate respondents using their literacy skills by type of use and sex

Use of literacy skills	Sex		All
	Females	Males	
Professions and workplaces	23.2	59.9	43.4
Help children in study	65.8	54.5	59.6
Communication with others and to read documents	68.0	56.8	61.8
To read books, newspapers, magazines etc.	48.9	44.5	46.5
Collecting information for betterment of life	9.8	9.9	9.9
For higher studies	15.9	14.6	15.1

Note: Multiple responses were considered
Source: Education Watch National Literacy Survey (2002)

TABLE 7.2
Percentage of literate respondents using their literacy skills by type of use and area

Use of literacy skills	Area		All
	Rural	Urban	
Professions and workplaces	42.7	46.1	43.4
Help children in study	59.6	59.7	59.6
Communication with others and to read documents	63.1	57.7	61.8
To read books, newspapers, magazines etc.	42.4	58.9	46.5
Collecting information for betterment of life	9.3	11.5	9.9
For higher studies	13.9	19.4	15.1

Note: Multiple responses were considered
Source: Education Watch National Literacy Survey (2002)

(Table 7.3). Most frequent use of literacy skills among the advanced literates was helping their children's study. On the other hand, literacy skills at the initial level were used more often for personal communication and reading documents. About half of the advanced literates reported that they used their literacy skills in professions and workplaces; this was 37 percent among those with initial level of literacy. Nearly 41 percent of the initial level literates and 52.3 percent of the advanced level literates said that they used their literacy skills in reading books, newspapers and magazines.

Preference in Post-literacy Programme

Respondents' views about need for post-literacy activities were recorded. Almost all the literate respondents said that they wished to have post-literacy learning activities for their personal development and for the development of society at large. The most desired post-literacy activity was training for occupational development including vocational training for improving the earning potential - 73.3 percent of the literate respondents wanted such activities; 64.7 percent among females and 80.5 percent among males (Table 7.4). About half of the literates saw the need for special programmes for women as well as village/mahallah education centres for all. A quarter of the respondents wished to see programmes that provide knowledge and infor-

mation for improving the quality of life. A small proportion of the literates, some seven percent, mentioned the need for a library or a reading room in the locality. A similar number also saw the need for education on law and human rights.

As already mentioned, more males than the females wanted occupational and vocational training for improvement of workplace skills. On the other hand, more females than males wanted special programmes

for women - 60.9 percent of the females and 41.1 percent

TABLE 7.3
Percentage of literate respondents using their literacy skills by type of use and level of literacy

Use of literacy skills	Level of literacy skills	
	Initial level	Advanced level
Professions and workplaces	37.0	50.1
Help children in study	55.3	64.0
Communication with others and to read documents	63.1	60.5
To read books, newspapers, magazines etc.	40.7	52.3
Collecting information for betterment of life	7.9	12.0
For higher studies	11.8	18.6

Note: Multiple responses were considered
Source: Education Watch National Literacy Survey (2002)

of the males expressed this need. Not a high gender variation was observed in other cases.

Urban-rural variation was observed in the perception of need for post-literacy programmes (Table 7.5). The urban literates were more likely to wish for skills training and programmes for quality of life improvement than their counterparts in rural areas. On the other hand, rural literates were more eager to have education centres in the villages than those in urban areas. Almost an equal

TABLE 7.4
Percentage of literate respondents' views about post-literacy learning needs by sex

Opinion about post-literacy activities	Sex		
	Females	Males	All
Training for occupational skill development and better earning	64.7	80.5	73.3
Programme for improvement of quality of life	22.8	25.5	24.4
Special programmes for women	60.9	41.1	50.1
Village/mahallah education centre	47.5	50.4	49.1
Libraries/ reading rooms	4.1	9.1	6.8
Education on law and human rights	5.7	7.9	6.9

Note: Multiple responses were considered
Source: Education Watch National Literacy Survey (2002)

TABLE 7.5
Percentage of literate respondents' views about post-literacy learning needs by area

Opinion about post-literacy activities	Area		
	Rural	Urban	All
Training for occupational skill development and better earning	70.7	82.1	73.3
Programme for improvement of quality of life	22.9	29.0	24.4
Special programme for women	49.4	51.9	50.1
Village/mahallah education centre	52.5	38.5	49.1
Libraries/ reading rooms	6.3	8.5	6.8
Education on law and human rights	4.9	13.3	6.9

Note: Multiple responses were considered
Source: Education Watch National Literacy Survey (2002)

proportion of the literates of both the areas wished for special programmes for women as post-literacy activities.

Respondents' opinion about post literacy programme varied with the variation in the level of literacy skills (Table 7.6). A statistically significant proportion of the advanced literates wanted professional as well as vocational training for better earning than those at initial level of literacy. The need for libraries and education on law and human rights mostly came from the advanced level literates. It is interesting that less than 10 percent of the advanced level literates wanted to have a library in the locality.

TABLE 7.6
Percentage of literate respondents' views about post-literacy learning needs by level of literacy skills

Opinion about post-literacy activities	Level of literacy skills	
	Initial level	Advanced level
Training for occupational skills development and better earning	66.7	80.2
Programmes for improvement of quality of life	20.1	28.7
Special programme for women	47.8	52.3
Village/mahallah education centre	49.3	48.9
Libraries/ reading rooms	3.9	9.8
Education on law and human rights	3.5	10.5

Note: Multiple responses were considered
Source: Education Watch National Literacy Survey (2002)

Salient Findings

Two issues addressed in this chapter are (a) what use people make of their literacy skills, and (b) what, in people's perception, is needed by way of post-literacy and continuing learning opportunities.

Based on responses to questions about use of literacy, it can be said that overwhelmingly, people used literacy skills for personal written communication and to guide and help their children in education. They also used literacy for reading for information or entertainment and found its use

in work situations. Most people did not seem to use their skills to seek information or knowledge for improving their living condition and quality of life. This may be related to availability of relevant and plainly-written reading material that would be found useful and attractive by readers.

In respect of perceived need for further learning opportunities; a strong demand was for learning opportunities related to income-earning skills and improving livelihood. There also is a strong perception of the need for village or community learning centres that would offer multi-purpose learning opportunities. Equally high priority is given to special programmes for women's continuing education. However, a library or reading room was given a much lower priority. This may be a matter of perception of or experience with such a facility that lacked relevant and interesting material in sufficient quantity and was rarely replenished.

The main findings are summarized as follows.

1. Preponderant use of the literacy skills, as reported by respondents of the survey, was in personal written communication with other people and reading documents, such as, bills, notices, instructions, etc. (62 percent responses). Next in rank was helping children in their studies (60 percent) followed by reading books, magazines and newspapers (46 percent) and use in occupation and work-related situations (43 percent). Accessing

information for improving the quality of life was far from a common use of literacy (15 percent), according to the respondents. Use of literacy skills in further formal education was low (10 percent); not unexpected, since further education opportunities for the population is limited.

2. Gender variation was manifested in the use of literacy skills. Substantially more women used their literacy skills to help in their children's education, personal communication and reading than men. A much larger proportion of men used literacy in work-related situations than women (60 percent vs. 23 percent), which reflected the male-female gap in respect of participation in economic activities.
3. Urban rural differences in use of literacy was manifested in greater use of literacy by the urban population in work situations, reading printed material, and in further study situations. Rural people, on the other hand used literacy more in personal communication and reading documents.
4. In expressing needs for post-literacy and continuing learning opportunities, three quarters of the respondents wished to see programmes for occupational skill development and improving livelihood prospects. The females gave this a higher priority than males (80 percent against 65 percent).
5. About half of the respondents wanted to have special continuing education programmes for women, again women expressing a stronger preference than men (61 percent against 41 percent). Almost half of the respondents also saw the need for community learning centres in the village or the urban neighbourhood for multipurpose learning activities. Interestingly, the demand for a library or reading room was expressed only by 7 percent of the respondents; the same was the demand for education on legal and human rights.

CONCLUSIONS AND POLICY IMPLICATIONS

The main findings of the study on the state of literacy in Bangladesh have been presented in the preceding chapters. The highlights of the findings are summarized in a tabular form (Tables 8.1 to 8.4) in this chapter. This concluding chapter also attempts to go beyond the statistical findings and draw out the significant conclusions regarding the literacy status of the population, means and methods of acquiring literacy, and people's perception and expectations about literacy. The policy implications for the national struggle against illiteracy that the findings and conclusions indicate are also presented in this chapter.

Conclusions

Tables 8.1 to 8.4 summarise the highlights of the statistical findings from the nationwide sample survey. The key conclusions arising from the statistics are as follows:

1. *Definitive assessment of literacy.* The findings of the study present definitively the status of literacy of the population and a baseline for future efforts in literacy based on the application of scientific and objective research methods. *For the first time in Bangladesh, a purposefully designed literacy assessment instrument was used on a nationwide sample, adequate to draw conclusions about different levels of literacy achievement of the population with breakdowns for gender, age, geographic location, and a number of other socio-economic attributes.*
2. *Literacy status determined by test administered individually to a nationwide sample.* The overall literacy rate of 41.4 percent for population 11 years and above is considerably lower than the officially announced statistics regarding literacy rate, but is consistent with other recent findings, such as, other recent surveys, the sample survey result of *Education Watch 2001*, and the trend of progress between decennial population censuses. (Results of the most recent census in 2001 remain unpublished.) It should be noted that all of these surveys including the population census have used a "self-reporting" method; whereas the present survey has relied on face-to-face administration of a test to measure literacy achievement. Nonetheless, the findings of these various assessments are close to each other. The present findings based on a nationwide sample survey undertaken specifically to assess the literacy status of the population should end any remaining confusion on this subject.
3. *Over half of the population "non-literate" and ten percent "semi-literate," but still below initial literacy.* In the non-literate category, three quarters scored between 0 and 10 on a hundred point scale (Table 4.8). The ten percent, who scored between 25 and 50 and classified as semi-literate, could make use of their skills in extremely limited ways, if any, in life situations. All of these people, the majority adolescents and youth, have passed the primary education age. The younger among them need "second chance" nonformal basic education, equivalent of primary education; the older ones can benefit from literacy courses that are of high quality and linked to continuing education opportunities.
4. *A picture of large gender and other disparities.* The literacy status of the population manifests large disparities in terms of gender, socio-economic attributes, and geography. Most pervasive is the disadvantage of girls and women and most pronounced is the urban-rural gap. If literacy is seen

as a means of overcoming socio-economic divisions, and promoting social mobility, clearly much remain to be done. However, gender equality in literacy rate for the age-group 11-14 years reflects the result of recent progress in this respect in primary education. For other groups and strata in the sample population, perhaps some progress in respect of gender equality could be detected, if comparable data from the past were available. Nevertheless, the present findings point to the continuing importance of disparity reduction strategies and affirmative action in favour of the disadvantaged in all education, literacy and development activities.

items in the test used in the survey will show. This group requires further and continuing learning opportunities for improving and using their literacy skills.

6. *Primary education, the principal, but so far, an inefficient means of acquiring literacy.* The principal means of acquiring literacy, according to the survey, is primary education and schooling beyond primary education. However, the survey shows that only a prolonged exposure to primary and secondary education assures acquisition of literacy skills and their sustainability. Of those who had a full five-year cycle of primary education, 36 percent were not

TABLE 8.1
Literacy rate highlights

Sub-groups	11 years and above (%)			15 years and above (%)		
	Literacy	Initial	Advanced	Literacy	Initial	Advanced
Bangladesh	41.4	21.0	20.4	38.8	18.5	20.3
Females	35.6	22.3	13.3	32.0	19.2	12.7
Males	47.6	19.5	28.1	46.3	17.8	28.5
Rural Bangladesh	37.2	20.6	16.6	34.5	18.0	16.6
Urban Bangladesh	63.6	23.1	40.5	61.5	21.5	40.0
Dhaka Division	35.2	20.0	15.2	32.1	17.7	14.4
Chittagong Division	32.2	20.7	11.5	30.5	18.2	12.3
Rajshahi Division	37.2	18.3	18.9	34.4	15.4	19.0
Khulna Division	45.8	23.7	22.1	42.7	20.9	21.7
Barisal Division	47.7	25.5	22.2	45.8	23.3	22.5
Sylhet Division	33.6	20.3	13.3	30.4	17.5	13.0
Metropolitan cities	69.5	20.5	49.0	68.2	19.7	48.5
Municipalities	59.0	25.1	33.9	56.4	22.8	33.5

Source: Education Watch National Literacy Survey (2002)

5. *Only one-in-five with self-sustaining literacy skills.* The advanced level in literacy skills, a level of self-sufficiency that permits people to apply the skills effectively in their life situations and use the skills on their own for further learning, has been achieved by only 20 percent of the population. The socio-economic impact of literacy and use of literacy in improving the quality of life and enhancing the prospects in livelihood are likely to be seen with people reaching the advanced level. The population with only initial literacy, 21 percent of the 11 years and above group, is not in a position to take advantage effectively of the benefits that literacy offers in personal self-realization and collective social and economic development. *It should be noted that initial level of literacy, according to the criterion used in the survey, is truly "initial," as a review of the*

literate even at the initial level. Close to hundred percent literacy either at the initial or advanced level requires attendance in school for 10 years, i.e., completion of five years of secondary education. *The conclusion is not that literacy skills can be acquired only with long years of schooling. This situation is rather a very disturbing commentary on the quality of education in the country.* Those who attended nonformal primary education programmes, 97 percent achieved literacy at the completion of four to five years, compared to around two-thirds doing so in government and government assisted primary schools and Ebtidayee madrassas. This suggests the need for looking at the methods and approaches followed in nonformal institutions and consider how to apply these practices more widely in primary education.

TABLE 8.2
Socio-economic correlates of literacy rate

Socio-economic status	Bangladesh	Females	Males	Rural	Urban
Age and literacy rate (%)					
11-14 years	56.2	56.9	55.5	52.6	76.6
15-24 years	58.7	53.4	65.4	55.3	75.5
25-44 years	34.5	28.5	41.0	29.0	59.8
45 years and above	23.6	9.5	36.0	20.4	45.3
Mothers' education and literacy rate (%)					
No education	29.6	22.7	36.9	27.9	42.4
Class I - V	74.7	71.2	78.6	70.7	89.4
Class VI - X	87.8	83.8	92.5	83.0	84.9
Class X+	99.1	98.4	100.0	100.0	98.8
Individual monthly income and literacy rate (%)					
Under Taka 1000	25.5	22.3	28.8	24.6	33.5
Taka 1000-2000	30.5	42.7	30.4	29.1	46.9
Taka 2001-3000	44.3	42.8	44.4	41.6	56.8
Taka 3000+	73.3	83.8	72.8	65.4	85.0
Access to mass media and literacy rate (%)					
No Access	21.6	19.9	24.1	21.3	25.5
Only radio	36.5	37.7	35.4	37.1	27.2
Only television	47.7	50.6	44.2	44.9	55.1
Only Newspaper	96.0	93.0	96.7	96.8	93.2
All three	98.2	97.0	98.5	98.0	98.6
Distance to highway and literacy rate (%)					
Less than 0.5 km	53.0	45.4	61.2	45.0	64.9
0.5 - 5.0 km	41.0	35.2	47.2	37.1	61.3
5.0+ km	34.9	30.5	39.8	34.5	62.6
Household level literacy (percentage of total households)					
No member literate	38.1			41.3	20.8
One or more but not all	47.9			48.5	44.7
All members literate	14.0			10.2	34.5

Source: Education Watch National Literacy Survey (2002)

7. *Minor impact of non-school means of acquiring literacy skills.* Non-school means of acquiring literacy, such as, literacy courses and campaigns, according to the survey, have not been effective. Less than four percent of the respondents reported that they used exclusively non-school means of literacy learning including TLM and learning at home. Only 3.5 percent of this population actually achieved literacy (Table 6.8). Among those who said they attended only TLM courses as a means of acquiring literacy, only 1.3 percent were found to be literate. The total stock of literacy in the population as well as the literacy outcome for individuals is usually the result of a combination of different means and modalities, such as, attendance in school for some

years, participation in literacy courses, and self-learning. *Adult literacy programmes of the type prevalent in Bangladesh, TLM being the principal one, as exclusive means of acquiring literacy, seem to have a minor impact in improving the literacy status of the population.* This is not necessarily an indictment of adult literacy programmes in general. But this situation clearly speaks for caution and need for professionalism in designing such programmes and the need to look at complementarity of means and application of quality criteria in these programmes.

8. *Two main uses of literacy - personal communication and helping children in their study.* Use of literacy

TABLE 8.3
Education provision and literacy rate of population groups

Indicators	Bangladesh	Females	Males	Rural	Urban
Literacy rate (initial + advanced) (%)					
Currently enrolled in any grade	78.7	75.4	82.3	75.1	93.6
<u>Different levels of schooling (from any institution)</u>					
Completed 3 years of schooling	30.4	22.8	37.6	28.0	47.2
Completed 5 years of schooling	64.4	57.0	74.1	61.7	80.9
Completed more than 9 years of schooling	99.4	99.5	99.4	99.7	99.0
<u>Dropped out from any institution</u>					
Dropped out from classes IV-V, 0-5 years ago	50.3	42.5	60.5	47.3	78.8
Dropped out from classes VIII-IX, 0-5 years ago	95.2	94.0	97.5	94.3	100.0
Never enrolled in school	0.3	0.1	0.5	0.3	0.3
Advanced literacy rate (%)					
Currently enrolled in any grade	42.5	32.5	53.1	36.4	67.7
<u>Different levels of schooling (from any institution)</u>					
Completed 3 years of schooling	5.0	2.2	7.6	4.7	7.1
Completed 5 years of schooling	16.8	10.5	24.9	15.7	22.9
Completed more than 9 years of schooling	83.5	76.1	87.3	82.3	85.3
<u>Dropped out from any institution</u>					
Dropped out from classes IV-V 0-5 years ago	6.6	3.9	10.1	6.7	6.1
Dropped out from classes VIII-IX 0-5 years ago	35.1	27.8	48.7	32.5	48.7
Never enrolled in school	0.0	0.0	0.0	0.0	0.0
<i>Source: Education Watch National Literacy Survey (2002)</i>					

skills is a function of the level of skills acquired and real and perceived opportunities for their use. Based on responses to questions about use of literacy, it can be said that overwhelmingly, people used literacy skills for personal written communication and to guide and help their children in education. They also used literacy for reading for information or pleasure and found its use in work situations. Most people did not seem to use their skills to seek information or knowledge for improving their living condition and quality of life. More of the people with advanced skills used literacy in work and occupation-related situations and to seek knowledge and information for improving quality of life than those with initial skills. More women used their skills for personal communication and helping their children in schoolwork than men. The low use of literacy for improving daily life situations and quality of life in general is probably related to availability of relevant

and plainly written reading materials that are found useful and attractive by readers, especially those with the initial level of skills.

9. *Perceived needs - livelihood skills, community learning centres and special women's programme.* Almost three quarters of the literate population and 80 percent of those with advanced literacy expressed the need, by way of post literacy and continuing education programmes, for learning opportunities related to income-earning skills and improving livelihood. About half of the respondents, in both the groups with initial and advanced literacy, saw the need for multipurpose village or community learning centres as well as special continuing education programmes for women. Library/reading rooms and education about legal and human rights have not been accorded a high priority by respondents - possibly due to their negative experience and judgment in this regard or lack of

TABLE 8.4
Use of literacy skills and perception of needs
(Percentage of respondents)

Various uses and expression of needs	Bangladesh	Females	Males	Rural	Urban
Use of literacy skills					
Occupational situations and workplaces	43.4	23.2	59.9	42.7	46.1
Help children in study	59.6	65.8	54.5	59.6	59.7
Communication with others and to read documents	61.8	68.0	56.8	63.1	57.7
To read books, newspapers, magazines etc.	46.5	48.9	44.5	42.4	58.9
Collecting information for betterment of life	9.9	9.8	9.9	9.3	11.5
For further education	15.1	15.9	14.6	13.9	19.4
Views about post-literacy needs					
Training for occupational skill development	73.3	64.7	80.5	70.7	82.1
Programme for improvement of quality of life	24.4	22.8	25.5	22.9	29.0
Special programmes for women	50.1	60.9	41.1	49.4	51.9
Village/mahallah education centre	49.1	47.5	50.4	52.5	38.5
Libraries/ reading rooms	6.8	4.1	9.1	6.3	8.5
Education on law and human rights	6.9	5.7	7.9	4.9	13.3

Source: Education Watch National Literacy Survey (2002)

familiarity with these, rather than their rejection of the intrinsic value of these learning opportunities.

10. *Greater priority needed to multipurpose community centres and women's special programmes.* Livelihood related learning opportunities is clearly a strongly perceived need, but this begs the question how this need can be fulfilled effectively, especially when more of the literates have literacy skills only at the initial level. Effective models on a large scale for this purpose do not exist. On the other hand, multipurpose community learning centres and special programmes for women designed to sustain and improve literacy skills and promote their use in life situations exist in many developing countries. While post-literacy and continuing education programmes with a focus on income-earning skills have been initiated with donor support, the other expressed needs have received insufficient attention from policy-makers in Bangladesh.

Policy Implications

The findings of the study and the various statistics from the survey about the state of literacy in the country show the results of past efforts, but also hold important lessons and implications for future policy and priorities in this regard. It is clear that the goals set regarding literacy

within the framework of Education for All to "eradicate" illiteracy by 2004 or 2005 are not realizable and that the rapid progress reported to have been made toward this target is not real. In fact the premises underlying the goal of "eradication" are questionable. The study lends support to the concept -- as has been argued since the 1960s by Paulo Freire and others and re-asserted by the Education for All objectives from Jomtien (1990) and Dakar (2000) and the International Conference on Adult Education in Hamburg (1997) -- that literacy is a process of developing skills and knowledge and applying these in life rather than an event that ends with awarding a certificate after a two hundred hour course.

Jomtien and Dakar objectives have recognised the futility of the analogy of eradicating a contagious disease with a mass vaccination campaign and the complexity of enabling adult populations on a mass scale to acquire a level of literacy skills that make a difference in their lives. The objectives and strategies for Education for All set in Jomtien and reviewed and renewed in Dakar have - (a) underscored the importance of a broad concept of basic education and the need for creating the conditions and opportunities for life-long learning in which development and use of literacy skills are embedded, and (b) set relatively modest goals for adult literacy targets for 2015. (UNESCO, 2000)

The Dakar Goals adopted in 2000 endorsed the target for each country of reducing illiteracy by half by 2015, urging each country to begin from where it stands and undertake a serious and determined effort. At the same time, the Dakar goals require countries to achieve a much faster progress towards the target of universal primary education of acceptable quality for children and to remove gender disparity in education, thus building the foundation for self-sustaining and functionally effective literacy in society.

Policy implications arising from the findings and conclusions of the present study relate to conceptualisation of literacy efforts, the need for making literacy activities an integral part of a comprehensive vision for nonformal and adult learning, the mutual complementarity between formal education and life-long nonformal learning, and programme strategies that reflect the policy premises.

1. *A combination of quality primary education, nonformal basic education for adolescents and youth, and a network of nonformal and adult education programmes is essential to combat illiteracy.* The study provides a strong endorsement for an approach to struggle against illiteracy that combines effective primary education of acceptable quality, nonformal basic education equivalent to primary education for adolescents and youth as a "second chance," and demand-based literacy courses for youth and adults as a part of a network of adult and nonformal learning programmes. An integrated and comprehensive approach for literacy and continuing education can lead to sustainable and functional literacy skills that respond to needs of individual fulfilment and social and economic development.
2. *The state of literacy in the country is a strong indictment against the poor quality of primary education and schooling in general; major improvements in primary education is essential to make progress in literacy.* As the study shows, of those who have completed five years of primary education, one-third are without literacy skills; and it takes ten years of schooling to ensure that a population group is close to 100 percent literate. The disturbing situation in primary education revealed in the present study re-confirms the poor learning achievement of students in primary schools reported in *Education Watch 2001* and other studies. The struggle against illiteracy cannot be won and the personal and social benefits of literacy cannot be realized until a very substantial improvement is achieved in the quality of primary education, which is the principal means of improving the literacy status of the population. The aim should be to enable a person to achieve sustainable and functional literacy skills by the time one completes three years of primary education.
3. *Fixed duration campaigns to carry out literacy courses on a mass scale are not effective.* Campaigns of fixed duration with a focus on mechanical acquaintance with alphabet and targets for declaring districts as "free from illiteracy" do not reflect an understanding of literacy and how it can make a difference in lives of people. The overwhelming burden of evidence from international experience is that a broader scope of objectives in terms of functionality and sustainability of skills and links with opportunities for use of skills in real-life situations are essential ingredients of effective programmes. Vision and plans for the future must take into account this lesson from accumulated experience. An expanded view of learning objectives also suggests a more integrated programme approach combining in a flexible way basic literacy, consolidation of literacy skills, and their application through involvement of learners in development activities, including income-earning activities and learning specific skills for that purpose.
4. *A strong demand exists for post-literacy training in income-earning skills, but no model exists for meeting this demand successfully on a large scale.* Contribution to poverty alleviation has been a key rationale of the government for the basic literacy initiative and its follow-up with a restricted concept of continuing education focusing on income-related skill generation. This narrow view of literacy and continuing education raises two kinds of questions: (a) Skill training can lead to better earning only with ancillary support and creation of necessary conditions, such as access to credit, management advice, market information, and links with potential employers, which normally fall beyond the purview of the educational programmes, and (b) Poverty is not just a matter of income. Improvement in health and nutrition and protection from diseases, knowledge and practice of family planning, priority to children's education, status of women in family and community and their participation in economic activities outside home, information and knowledge of government services and people's claim to these are only some of the factors that affect in important ways people's economic well-being and quality of life. A network of broadly conceived and locally adapted literacy and nonformal education programmes, therefore, is likely to have the most impact on poverty. This is corroborated by a high priority accorded by the survey respondents to multi-purpose community learning centres and special continuing education programmes for women.

5. *Besides the literacy objective, a wide spectrum of learning objectives, complementary to basic literacy and necessary for sustaining and improving literacy skills, need to be served by nonformal and continuing education programme; and this should form a new vision of literate and lifelong learning.* The learning objectives not given attention in current public sector NFE efforts include:
- a) early childhood development and pre-school education;
 - b) nonformal alternatives for children not able to participate in formal schools;
 - c) second-chance opportunities for basic education for older adolescents, not enrolled in school, or drop-out. (except for a small basic education project for children engaged in child labour);
 - d) life-long learning opportunities for personal fulfilment, acquiring new productive skills and life-skills, enhancing knowledge and skills as a citizen and community member;
 - e) nonformal training in vocational, entrepreneurship and employment-related skills; (some of these are anticipated in the newly launched post-literacy and continuing education projects); and
 - f) enhancement of the informal learning environment through wider availability of reading materials, information dissemination and encouragement of cultural expressions in the form of reading rooms, multi-media centres, and self-learning and interest groups in the community.
6. *Management of literacy, continuing education and nonformal education needs to be based on government-civil society partnership and decentralized enough to make it responsive to local conditions and accountable to the community.* It is neither necessary nor very efficient to have all or most programmes managed by an NFE agency in the public sector such as DNFE. Many of the activities can be carried out by private sector, NGOs, and community organizations with appropriate financial incentive and technical support from the government and other sources. There are choices to be exercised regarding who among potential providers of services should have what responsibility and how all can contribute to meeting the critical and diverse learning needs of people. A larger role for various non-government actors would mean that the role of a government agency such as DNFE will be more of a professional organization working in the areas of developing overall policies and priorities, creating supportive and facilitative mechanisms, providing finances and helping mobilize resources. It will also set, working with non-government providers of services, quality norms and enforce these through overall monitoring and assessment, and generally help promote and protect public interest.
7. *It is necessary to follow a policy of affirmative action and target the disadvantaged and marginalized sections of the population with strategies that address their specific needs.* Gender disparity in literacy remains persistent and pervasive. Ethnic and linguistic minorities, slum dwellers and the ultra-poor who continue to be outside most education programmes are difficult to reach. Specialized and more directly targeted projects would be required for these groups. Gender issues need to be addressed both in respect of management structures as well as pedagogical aspects. Special attention is needed to ensure that a higher proportion of women than at present are in management, supervisory roles, and training and learning materials development. A sensitive approach is needed to make programmes inclusive and appropriate in learning content and teaching practices in respect of people with disabilities. Social mobilization efforts need to be directed specifically at overcoming traditional attitudes regarding gender, disabilities and ethnic and cultural differences.
8. *The National Plan of Action (NPA) should reflect a broad vision of a learning society and life-long learning and, at the same time, become an active planning document of the government.* The National Programme of Action for Education for All in line with the Dakar Framework for Action needs to reflect a vision of a comprehensive basic, nonformal and adult education approach with demand-based and flexible literacy and continuing education programmes as important components. It should be based on a credible assessment of progress made in literacy and results achieved from recent literacy and nonformal education programmes. The NPA should be linked to planning and budgeting of development activities and not remain a statement of noble intentions.

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Annexes

Annex 2.1. Goals and Strategies of the Dakar Framework of Action 2000**Goals**

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
2. Ensuring that by 2015 all children particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programme.
4. Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
5. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
6. Improving every aspect of the quality of education, and ensuring their excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Strategies

1. Mobilize strong national and international political commitment for Education for All, develop national action plans and enhance significantly investment in basic education.
2. Promote EFA policies within a sustainable and well-integrated sector framework clearly linked to poverty elimination and development strategies.
3. Ensure the engagement and participation of civil society in the formulation, implementation and monitoring of strategies for educational development.
4. Develop responsive, participatory and accountable systems of educational governance and management.
5. Meet the needs of education systems affected by conflict, natural calamities and instability, and conduct educational programmes in ways that promote mutual understanding, peace and tolerance, and that help to prevent violence and conflict.
6. Implement integrated strategies for gender equality in education that recognize the need for change in attitudes, values and practices.
7. Implement education programmes and actions to combat the HIV/AIDS pandemic as a matter of urgency.
8. Create safe, healthy, inclusive and equitable resourced educational environments conducive to excellence in learning, with clearly defined levels of achievement for all.
9. Enhance the status, morale and professionalism of teachers.
10. Harness new information and communication technologies to help achieve EFA goals.
11. Systematically monitor progress towards EFA goals and strategies at the national, regional and international levels.
12. Build on existing mechanisms to accelerate progress towards Educational for All.

Source: UNESCO, 2000

Annex 2.2. The Hyderabad Statement on Adult and Lifelong Learning

We, the participants at the "Policy Dialogue on Adult and Lifelong Learning" held in Hyderabad India, from eighteen countries in the Asian Region, between 8 and 10 April 2002, recognize the priority accorded to adult and lifelong learning in the Hamburg Declaration of CONFINTEA V. The Dakar World Education Forum made a similar commitment with a renewed framework that expanded the understanding of basic education as aimed at meeting basic learning needs of all, both within and outside the school system and throughout life.

Lifelong learning, leading to the creation of the learning society and learning community, offering all the opportunities to participate in and contribute to learning according to the needs and potential of the learners, provides an overarching vision of education for all. This comprehensive vision of lifelong learning is necessary to empower people, expand their capacities and choices in life, and enable individuals and societies to cope with the new challenges of the 21st century.

The context of the changing global economy, the new information revolution, imperatives of human development including fighting poverty and the importance of promoting values and the practice of democracy, justice and tolerance define the purpose and content of lifelong learning including formal, non-formal and informal modes of learning. Learning at all levels should aim to achieve the goals of equity, equality, human dignity and gender justice.

Literacy is a critical input and foundation of lifelong learning. The countries in the Asian region have different long-term, medium-term and short-term programme priorities of adult learning, relevant to the specific context and needs in each country. These range from basic life skills and literacy to post literacy and continuing education.

Therefore we jointly agree and recommend:

- To adopt lifelong learning for all countries as a horizon and as an active principle for shaping education and learning policies and programmes even in the smallest and poorest countries.
- Countries in the region, while planning their educational system, must give utmost priority to co-existence, tolerance, living together, peace and democratic participation.
- It is necessary to develop a vision for lifelong learning, based on extensive consultation, information sharing, dialogue and participation, as the basis of the development of a multi-sectoral policy framework specifying priorities, strategies and institutional support.
- The existing policies on literacy, non-formal adult education and basic education need to be reviewed and recast in the context of lifelong learning.
- Lifelong learning perspective should be incorporated in the National EFA action plans as a part of the Dakar Framework of Action.
- Countries must include both basic, childhood and adult literacy as a priority policy issue in tune with United Nations Literacy Decade planned for 2003-2012.
- Adequate support structures and institutional capacity building should be given priority for creating nation-wide, life-long learning networks and arrangements which should be participatory, decentralized and adapted to local conditions and learner circumstances.
- It is necessary to build a culture of quality reflected in the learning outcomes and the impact on peoples' lives and well being. This requires periodical outcome and impact assessment with the use of credible and holistic indicators related to the Dakar goals.
- Since ICTs can play a facilitative role in building learning communities, technology-based community learning centers could become an important forum for promoting lifelong learning.
- The State has an important role to play in involving civil society and NGOs in adult and lifelong learning, as critical partners in the development process.
- The international development partners including UNESCO, international financial institutions, bilateral agencies and non-governmental organizations should reassess and redirect their co-operation in the perspective of building capacities and institutional support for lifelong learning and creating learning societies.

10 April, 2002

Annex 3.1. Table of specification for test development			
Assessment areas	Levels of literacy		
	Semi-literate level	Literacy at initial level	Literacy at advanced level
Reading skills	Can read simple words	Can read simple sentences	Can read printed books and newspapers with understanding
Writing skills	Can write simple words	Can write simple sentences	Can write essays on known subjects Or Can write application, communications letter and maintain dairy
Numeracy skills	Recognising two digit numbers up to 50	Can solve everyday life problems with addition and subtraction of two steps	Can solve 3-step simple problems by using any three of the four basic mathematical operations
Application of 3Rs	Know the units of time and coins and can use those in everyday life Or Recognising left and right sides Or Can measure length using units such as metre and centimetre	Recognising the map of the country and identify districts Or Ability to use a calendar Or Can write own address	Can use check books for bank transactions Or Can write about income and expenditure of a particular day or month Or Understand simple signs, advertisements, billboards etc Or Can prepare a cash memo

Annex 3.2. Literacy test instrument: set A

এডুকেশন ওয়াচ ২০০২
বাংলাদেশের সাক্ষরতা পরিস্থিতি
সনাক্তকরণ

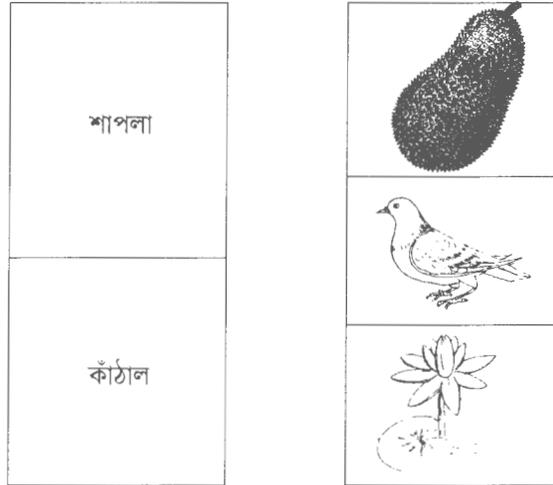
ক

নাম:-----কোড:----- লিঙ্গ: ছেলে = 1, মেয়ে = 2
ক্রাস্টার নম্বর:----- খানা নম্বর:----- লাইন নম্বর:-----

স্ট্রাটাম:	গ্রামীণ ঢাকা	1	গ্রামীণ চট্টগ্রাম	2	গ্রামীণ রাজশাহী	3
	গ্রামীণ খুলনা	4	গ্রামীণ বরিশাল	5	গ্রামীণ সিলেট	6
	মেট্রোপলিটন শহর	7	পৌরসভা	8		

তথ্য সংগ্রহকারীর নাম:----- তারিখ:-----
সুপারভাইজারের নাম:----- তারিখ:-----

১। নিচের শব্দ দুটি পড়ুন। তারপর প্রতিটি শব্দের সাথে রেখা টেনে ছবির মিল করুন।



২। নিচের বাক্য দুটি শব্দ করে পড়ুন।

- জেলেরা নদীতে মাছ ধরে।
- আমাদের পতাকার রং সবুজ ও লাল।

পেরেছে = 1, আংশিক পেরেছে = 2, পারেনি = 3

পেরেছে = 1, আংশিক পেরেছে = 2, পারেনি = 3

৩। নিচের লেখাটি ভালভাবে পড়ুন। তারপর প্রত্যেক প্রশ্নের ঠিক উত্তরটিতে টিক (✓) চিহ্ন দিন।

পরিবেশ ঠিক রাখার জন্য গাছপালা খুবই দরকার। সাধারণ হিসাবে কোন দেশের মোট জমির ৪ ভাগের ১ ভাগে বনভূমি থাকা উচিত। আমাদের দেশের প্রায় শতকরা ৯ ভাগ জমিতে বনভূমি রয়েছে। পরিমাণমত গাছপালা না থাকলে অনেক বিপদ দেখা দেয়। এর মধ্যে প্রধান বিপদটি হল গাছপালার অভাবে বৃষ্টিপাতের পরিমাণ কমে যায়। ফলে দেশ ধীরে ধীরে মরুভূমিতে পরিণত হতে থাকে। নানা প্রয়োজনে আমরা যে পরিমাণ গাছ কেটে ফেলি, সে পরিমাণ গাছ লাগাই না। ফলে আমাদের দেশের গাছপালার পরিমাণ দিন দিন কমে যাচ্ছে। জীবন ধারণের জন্য আমাদের যে পরিমাণ অক্সিজেন প্রয়োজন তা আসে গাছ থেকে। এজন্যে গাছপালা না থাকলে মানুষও বেঁচে থাকতে পারবে না। তাই আমাদের সবারই গাছ লাগানো ও গাছের যত্ন নেয়া উচিত।

(Contd.)

(Contd. Annex 3.2)

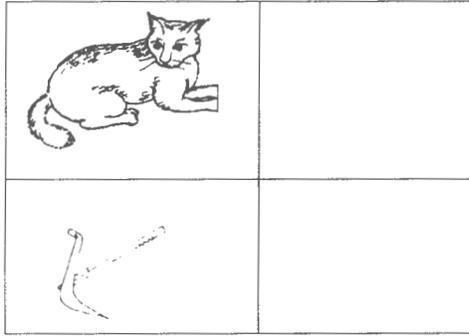
প্রশ্ন-১: দিন দিন গাছপালার পরিমাণ কমে যাওয়ার কারণ কী?

- ক) গাছ লাগানোর চেয়ে কম কাটা হচ্ছে বলে খ) গাছ লাগানোর চেয়ে বেশি কাটা হচ্ছে বলে
গ) গাছের যত্ন ঠিকমত নেয়া হচ্ছে না বলে ঘ) একই পরিমাণ গাছ লাগানো ও কাটা হচ্ছে বলে

প্রশ্ন-২: গাছপালা না থাকলে কোন্টির অভাবে মানুষ বেঁচে থাকতে পারবে না?

- ক) হাইড্রোজেন খ) হিলিয়াম
গ) অক্সিজেন ঘ) নাইট্রোজেন

৪। নিচের ছবিগুলোর পাশের খালি ঘরগুলিতে কোন্টি কিসের ছবি লিখুন।



৫। এবার আপনাকে দুটি বাক্য বলা হবে। মনোযোগ দিয়ে শুনে বাক্য দুটি লিখুন।

[পাখি সব করে রব, জরিণা সব্জি বাগান করে]

৬। পাঁচটি বাক্যে শীতকালের বর্ণনা দিন।

৭। নিচের ছবিতে কতটি তারা আছে লিখুন।

শুনে বলতে পেরেছে, লিখতে পারেনা

☆	☆	☆	☆	☆
☆	☆	☆	☆	☆
☆	☆	☆	☆	☆
☆	☆	☆	☆	☆
☆	☆	☆	☆	☆
☆	☆			☆

৮। শূন্যস্থানে কোন্ সংখ্যাটি বসবে লিখুন।

১৭, ১৮, ১৯, _____, ২১, ২২।

বলতে পেরেছে

৯। বিয়োগ করুন:

$$\begin{array}{r} 99 \\ - 38 \\ \hline \end{array}$$

১০। গুণ করুন:

$$\begin{array}{r} 82 \\ \times 8 \\ \hline \end{array}$$

(Contd.)

(Contd. Annex 3.2)

নিচের সমস্যার অঙ্কগুলি পড়ুন। তারপর নিচের খালি জায়গায় সমস্যাগুলির সমাধান করুন (প্রত্যেকটি স্তর করতে হবে)।

১১। কোন ঝড়িতে ৫০টি আম ছিল। কিছুদিন পর ঝড়ির ৬টি আম পচে গেল। বাকি আমগুলো ৪ জনের মধ্যে সমানভাবে ভাগ করে দিলে প্রত্যেকে কয়টি করে আম পাবে?

উত্তর বলতে পেরেছে

১২। একটি ক্লাশের ৪৫ জন ছাত্রের প্রত্যেকে ৭ টাকা করে চাঁদা দিল। এতে যে টাকা উঠল তা ১৫ জন গরিব ছাত্রের মধ্যে সমান ভাবে ভাগ করে দেয়া হল। প্রত্যেকে কত টাকা করে পেল?

উত্তর বলতে পেরেছে

১৩। নিচের ঘড়িতে কয়টা বাজে তা লিখুন।

বলতে পেরেছে



এই ঘড়িতে বাজে: -----।

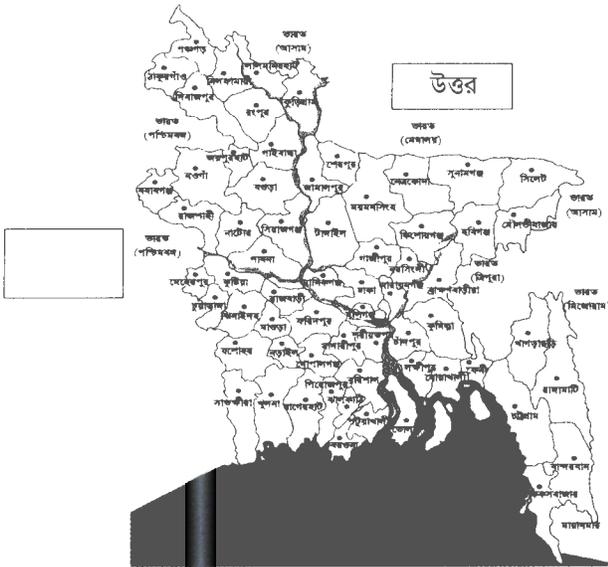
১৪। শিশুর ছবিটি ভালভাবে দেখুন। তারপর কোন্টি শিশুর ডান হাত আর কোন্টি বাম হাত - তা খালি ঘর দুটিতে লিখুন।

বলতে পেরেছে



১৫। মানচিত্রে উত্তর দিক নির্দেশ করা আছে। ফাঁকা ঘরটিতে দিকের নাম লিখুন।

বলতে পেরেছে



(Contd. Annex 3.2)

১৬। নিচে আপনার ঠিকানা লিখুন।

নাম: -----
 ডাকঘর: -----
 জেলা: -----

গ্রাম/মহল্লা: -----
 থানা/ওয়ার্ড: -----

১৭। রহিম সাহেব বাজারে গিয়ে ৫৩৫ টাকার পাট ও ২৭৫ টাকার ধান বিক্রি করলেন। ঐ টাকা হতে তিনি ২৩০ টাকার একটি শাড়ি, ১৫০ টাকার একটি পান্জাবী ও ২১০ টাকার একটি ইলিশ মাছ কিনলেন। নিচের ছক ব্যবহার করে রহিম সাহেবের ঐ দিনের জমা-খরচ তৈরী করুন।

জমা-খরচ

জমা	খরচ
মোট জমা =	মোট খরচ =

তার কাছে রইল =

১৮। নিচের ছবিটি ভালভাবে দেখুন ও পড়ুন। তারপর ছবিটির মূলকথা সংক্ষেপে লিখুন।

বলতে পেরেছে 

আপনার আশেপাশের প্রতিজন নিরক্ষরকে সাক্ষর করে তুলুন।



প্রাথমিক ও গণশিক্ষা বিভাগ
 গণপ্রজাতন্ত্রী বাংলাদেশ সরকার

মূল কথা:-----

Annex 3.3. Literacy test instrument : set B

এডুকেশন ওয়াচ ২০০২
বাংলাদেশের সাক্ষরতা পরিস্থিতি
সনাক্তকরণ

খ

নাম:-----কোড:----- লিঙ্গ: ছেলে =1, মেয়ে = 2
ক্লাস্টার নম্বর:----- থানা নম্বর:----- লাইন নম্বর:-----

ষ্ট্রাটাম:	গ্রামীণ ঢাকা	1	গ্রামীণ চট্টগ্রাম	2	গ্রামীণ রাজশাহী	3
	গ্রামীণ খুলনা	4	গ্রামীণ বরিশাল	5	গ্রামীণ সিলেট	6
	মেট্রোপলিটন শহর	7	পৌরসভা	8		

তথ্য সংগ্রহকারীর নাম:----- তারিখ:-----
সুপারভাইজারের নাম:----- তারিখ:-----

১। নিচের শব্দ দুটি পড়ুন। তারপর প্রতিটি শব্দের সাথে রেখা টেনে ঠিক ছবির মিল করুন।

ইলিশ	
প্রজাপতি	
	

২। নিচের বাক্য দুটি শব্দ করে পড়ুন।

- নীল আকাশে পাখি ওড়ে।
- নজরুল আমাদের প্রিয় কবি।

পেরেছে = 1, আংশিক পেরেছে = 2, পারেনি = 3

পেরেছে = 1, আংশিক পেরেছে = 2, পারেনি = 3

৩। নিচের লেখাটি ভালভাবে পড়ুন। তারপর প্রত্যেক প্রশ্নের ঠিক উত্তরটিতে টিক (✓) চিহ্ন দিন।

কিছুদিন আগেও আমাদের দেশে প্রচুর পরিমাণে পলিথিন ব্যাগ ব্যবহার করা হতো। পলিথিন ব্যাগ পরিবেশের জন্য খুবই ক্ষতিকর। তাই সরকার ২০০২ সালের জানুয়ারি মাস থেকে এর ব্যবহার বন্ধ ঘোষণা করেছেন। যেখানে সেখানে ফেলে দেওয়া পলিথিন ব্যাগ নালা-নর্দমার মুখ আটকে দেয়। এর ফলে নালা-নর্দমায় পানি জমে যায়। জমে যাওয়া পানিতে মশা-মাছি জন্ম নেয়। পলিথিন ব্যাগ মাটিতে মিশে না বা পচে না। এজন্য মাটির উর্বরতা কমে যায়। পলিথিন ব্যাগ পোড়ালে বিষাক্ত ধোঁয়া তৈরি হয় - যা স্বাস্থ্যের জন্য খুবই ক্ষতিকর। এখনও সরকারি নিষেধ অমান্য করে কেউ কেউ পলিথিন ব্যাগ ব্যবহার করছেন। আমাদের সবারই উচিত পলিথিন ব্যাগের বদলে কাগজ, কাপড়, চট ও বাঁশের তৈরি জিনিসপত্র ব্যবহার করা।

(Contd.)

(Contd. Annex 3.3)

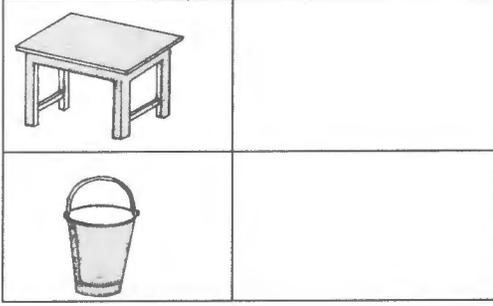
প্রশ্ন-১: কখন থেকে আমাদের দেশে পলিথিন ব্যাগের ব্যবহার বন্ধ ঘোষণা করা হয়েছে?

- ক) জানুয়ারি ২০০২ খ) এপ্রিল ২০০২
গ) ফেব্রুয়ারি ২০০২ ঘ) মে ২০০২

প্রশ্ন-২: পলিথিন ব্যাগ কীভাবে মশা-মাছি বাড়াতে সাহায্য করে?

- ক) পানি ময়লা করে দিয়ে খ) পানি আটকে দিয়ে
গ) পানি পরিষ্কার করে দিয়ে ঘ) পানি বের করে দিয়ে

৪। নিচের ছবিগুলোর পাশের খালি ঘরগুলোতে কোন্টি কিসের ছবি তা লিখুন।



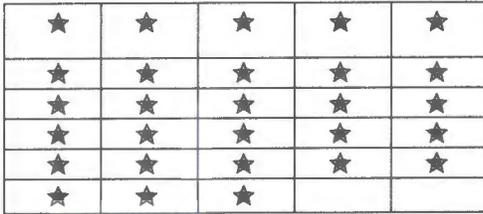
৫। এবার আপনাকে দুটি বাক্য বলা হবে। মনোযোগ দিয়ে শুনে বাক্য দুটি লিখুন।

[সবে মিলে করি কাজ, নিজের কাজ নিজে করব]

৬। পাঁচটি বাক্যে একটি নদীর বর্ণনা দিন।

৭। নিচের ছবিতে কতটি তারা আছে লিখুন।

শুণে বলতে পেরেছে, লিখতে পারেনা



৮। শূন্যস্থানে কোন্ সংখ্যাটি বসবে তা লিখুন।

১৬, ১৭, ১৮, _____, ২০, ২১।

বলতে পেরেছে

৯। বিয়োগ করুন:

$$\begin{array}{r} ৭৯ \\ - ৪৩ \\ \hline \end{array}$$

১০। গুণ করুন:

$$\begin{array}{r} ৫২ \\ \times ৪ \\ \hline \end{array}$$

(Contd.)

(Contd. Annex 3.3)

নিচের সমস্যার অঙ্কগুলি পড়ুন। তারপর নিচের খালি জায়গায় সমস্যাগুলির সমাধান করুন (প্রত্যেকটি স্তর করতে হবে)।

১১। কোন ঝড়িতে ৫০টি আম ছিল। কিছুদিন পর ঝড়ির ২টি আম পচে গেল। বাকি আমগুলো ৪ জনের মধ্যে সমানভাবে ভাগ করে দিলে প্রত্যেকে কয়টি করে আম পাবে?

উত্তর বলতে পেরেছে

১২। একটি ক্লাশের ৪৫ জন ছাত্রের প্রত্যেকে ৮ টাকা করে চাঁদা দিল। এতে যে টাকা উঠল তা ১৫ জন গরিব ছাত্রের মধ্যে সমান ভাবে ভাগ করে দেয়া হল। প্রত্যেকে কত টাকা করে পেল?

উত্তর বলতে পেরেছে

১৩। নিচের ঘড়িতে কয়টা বাজে তা লিখুন।

বলতে পেরেছে



এই ঘড়িতে বাজে: ----- ।

১৪। শিশুর ছবিটি ভালভাবে দেখুন। তারপর কোন্টি শিশুর ডান হাত আর কোন্টি বাম হাত - তা খালি ঘর দুটিতে লিখুন।

বলতে পেরেছে



১৫। মানচিত্রে উত্তর দিক নির্দেশ করা আছে। ফাঁকা ঘরটিতে দিকের নাম লিখুন।

বলতে পেরেছে



(Contd. Annex 3.3)

১৬। নিচে আপনার ঠিকানা লিখুন।

নাম: -----
 ডাকঘর: -----
 জেলা: -----

গ্রাম/মহল্লা: -----
 থানা/ওয়ার্ড: -----

১৭। করিম সাহেব বাজারে গিয়ে ৫৩৫ টাকার পাট ও ২৮৫ টাকার ধান বিক্রি করলেন। ঐ টাকা হতে তিনি ২৩০ টাকায় একটি শাড়ি, ১৫০ টাকায় একটি পান্জাবী ও ২১০ টাকায় একটি ইলিশমাছ কিনলেন। নিচের ছক ব্যবহার করে করিম সাহেবের ঐ দিনের জমা-খরচ তৈরি করুন।

জমা-খরচ

জমা	খরচ
মোট জমা =	মোট খরচ =

তার কাছে রইল =

১৮। নিচের ছবিটি ভালভাবে দেখুন ও পড়ুন। তারপর ছবিটির মূলকথা সংক্ষেপে লিখুন।

বলতে পেরেছে



আপনার আশেপাশের প্রতিজন নিরক্ষরকে সাক্ষর করে তুলুন।



প্রাথমিক ও গণশিক্ষা বিভাগ
 গণপ্রজাতন্ত্রী বাংলাদেশ সরকার

মূল কথা:-----

Annex 3.4. Score plan			
	Item	Score	Description
	Reading Skills	25	
1	Words	6	(Correct =3, Incorrect = 0) x 2
2	Sentences	9	(Full = 4.5, Partial = 1.5, Can't = 0) x 2
3	Comprehension passage	10	(Correct = 5, Incorrect = 0) x 2
	Writing Skills	25	
4	Words	6	(Full = 3, Partial = 1, Can't = 0) x 2
5	Sentences	9	(Full = 4.5, Partial = 1.5, Can't = 0) x 2
6	Description of a given object	10	A continuous case. Approximately 2 for each sentence. Construction of sentence, communication skills, presentation skills, spelling are major areas in assessment process.
	Numeracy Skills	25	
7	Counting objects	3	For oral correct answer = 1, Written correct = 3
8	Finding of missing number	3	For oral correct answer =1, Written correct = 3
9	Simple subtraction	4	Correct = 4, Incorrect = 0
10	Simple multiplication	5	Correct = 5, Incorrect = 0
11	Problem solving: Subtraction and Division	5	Oral correct answer = 1 Written correct answer = 2 Correct answer with all steps = 4 Correct, all steps, description = 5
12	Problem solving: Multiplication and Division	5	Oral correct answer = 1 Written correct answer = 2 Correct answer with all steps = 4 Correct, all steps, description = 5
	Application of 3R's	25	
13	Recognising time	3	Oral correct answer =1, Written correct = 3
14	Recognising right and left hand	3	Oral correct answer =1, Written correct = 3
15	Map	4	Oral correct answer =1, Written correct = 4
16	Address	5	1 for each point.
17	Balance sheet	6	For three sums 4.5 (1.5 x 3) Description=1.5
18	Billboard	4	For oral correct answer 1. Communication of message in writing = 3, Presentation skills = 1.

Note: Spelling is not important for numeracy and application skills.

Annex 3.6. Questionnaire for education, socio-economic and other information

এডুকেশন ওয়াচ ২০০২
বাংলাদেশের সাক্ষরতা পরিস্থিতি
শিক্ষা, আর্থ-সামাজিক ও অন্যান্য তথ্য

নাম: ----- কোড: -----

ক্লাস্টার নম্বর: ----- খানা নম্বর: ----- লাইন নম্বর: -----

ক্রমিক	প্রশ্ন	কোড		
1	আপনার মাতা কি কখনো স্কুলে পড়েছেন?	হ্যাঁ	না	জানা নাই
2	তিনি কোন্ শ্রেণী পাশ করেছেন?			
3	আপনার পিতা কি কখনো স্কুলে পড়েছেন?	হ্যাঁ	না	জানা নাই
4	তিনি কোন্ শ্রেণী পাশ করেছেন?			
5	আপনার প্রধান পেশা কি?/ আপনি প্রধানত: কী কাজ করে জীবিকা নির্বাহ করেন?			
6	আপনার মাসিক আয় কত টাকা?			
7	আপনি কোন্ ধর্মাবলম্বী? মুসলিম =1, অমুসলিম = 2			
8	আপনি লেখাপড়া করে থাকলে কোথায় করেছেন?	বিদ্যালয়	টি এল এম	সিবিএ/ অন্যান্য সাক্ষরতা কেন্দ্র
		বাড়ি/ নিজে নিজে	লেখাপড়া করিনি	
9	কত বছর আগে লেখাপড়া শেষ করেছেন?			
10	আপনি কি গত এক সপ্তাহের মধ্যে কখনও... ..	রেডিওতে কোন অনুষ্ঠান শুনেছেন?		
	কোড: হ্যাঁ =1, না =2	টেলিভিশনে কোন অনুষ্ঠান দেখেছেন?		
		খবরের কাগজ পড়েছেন?		
সাক্ষর ও উচ্চতর পর্যায়ে শিক্ষিতদের জন্যে		কোড		
11	আপনার সাক্ষরতা দক্ষতাকে আপনি কোন্ কোন্ কাজে লাগান? (গুরুত্বের ক্রমানুসারে বলুন) কোড: 1 = পেশা/ জীবিকার কাজে, 2 = ছেলেমেয়েদের পড়ালেখায় সাহায্য, 3 = চিঠিপত্র লেখা/ দলিল দস্তাবেজ পড়া, 4 = পত্রিকা/ সাময়িকী/ বই পড়া/ বিনোদন, 5 = জীবনমান উন্নয়নে (স্বাস্থ্য, পুষ্টি, পরিবেশ ইত্যাদি সংক্রান্ত) তথ্য সংগ্রহের জন্যে, 6 = উচ্চতর শিক্ষা কর্মসূচীতে যোগদানের জন্যে 7 = অন্যান্য (লিখুন)।	গুরুত্বের ক্রম		
		1ম	2য়	3য়
12	কী ধরনের সাক্ষরতা-পরবর্তী শিক্ষা কর্মসূচী আপনার সমাজের মানুষের জন্য প্রয়োজন বলে মনে করেন? (গুরুত্বের ক্রমানুসারে বলুন) কোড: 1 = পেশা ও জীবিকার জন্য প্রশিক্ষণ, 2 = জীবন মান উন্নয়নের জন্যে (স্বাস্থ্য, পুষ্টি, পরিবেশ ইত্যাদি সংক্রান্ত) কর্মসূচী, 3 = মহিলাদের জন্য বিশেষ শিক্ষা কর্মসূচী, 4 = গ্রাম শিক্ষা কেন্দ্র 5 = পত্র-পত্রিকার যথেষ্ট সরবরাহসহ পাঠাগার, 6 = আইন ও নাগরিক অধিকার বিষয়ক শিক্ষা 7 = অন্যান্য (লিখুন)।	গুরুত্বের ক্রম		
		1ম	2য়	3য়

তথ্য সংগ্রহকারীর নাম: ----- তারিখ: -----

Annex 3.7. Village profile questionnaire

এডুকেশন ওয়াচ ২০০২
বাংলাদেশের সাক্ষরতা পরিস্থিতি
গ্রামের তথ্য

বিভাগ: ----- জিলা: ----- থানা/উপজিলা: -----

ইউনিয়ন/ওয়ার্ড: ----- গ্রাম/মহল্লা: ----- ক্লাস্টার নম্বর: -----

স্ট্রাটাম: গ্রামীণ ঢাকা 1 গ্রামীণ চট্টগ্রাম 2 গ্রামীণ রাজশাহী 3 গ্রামীণ খুলনা 4
গ্রামীণ বরিশাল 5 গ্রামীণ সিলেট 6 মেট্রোপলিটন শহর 7 পৌরসভা 8

ক্রমিক নং	প্রশ্ন	কোড	
1	গ্রামে কোন প্রাথমিক বিদ্যালয় (সরকারী/ বেসরকারী/ মাদ্রাসা/ উপ-আনুষ্ঠানিক) আছে কি? থাকলে কোন ধরনের বিদ্যালয় আছে?	সরকারী বেসরকারী মাদ্রাসা উপ-আনুষ্ঠানিক বিদ্যালয় নেই	1 2 3 4 5
2	গ্রামে বিদ্যালয় না থাকলে গ্রাম থেকে নিকটবর্তী প্রাথমিক বিদ্যালয়ের দূরত্ব কত কিলোমিটার?		
3	গ্রামে টি. এল. এম - এর কার্যক্রম আছে কি/ চলেছে কি?	হ্যাঁ না	1 2
4	গ্রামে কোন এন জি ও'র কার্যক্রম চলছে কি?	হ্যাঁ না	1 2
5	গ্রামে বিদ্যুৎ আছে কি?	হ্যাঁ না	1 2
6	নিকটবর্তী বাজার থেকে গ্রামের দূরত্ব কত কিলোমিটার?		
7	নিকটবর্তী মহাসড়ক থেকে গ্রামের দূরত্ব কত কিলোমিটার?		
8	গ্রামে কোন পাকা রাস্তা আছে কি?	হ্যাঁ না	1 2
9	উপজিলা/ থানা সদর থেকে গ্রামের দূরত্ব কত কিলোমিটার?		
10	উপজিলা/ থানা সদরের সাথে যোগাযোগের ব্যবস্থা কি?	পাকা রাস্তা কাঁচা রাস্তা ভাল রাস্তা নেই	1 2 3

তথ্য সংগ্রহকারীর নাম: ----- তারিখ: -----

Annex 3.9. English version of questionnaire for education, socio-economic and other information

Education Watch 2002
Literacy Situation in Bangladesh

Questionnaire for Education, Socio-economic and other Information

Name: _____ Code: _____ Sex: Male = 1, Female = 2

Cluster Number: _____ Household Number: _____ Line Number: _____

Stratum:

Rural Dhaka	1	Rural Chittagong	2	Rural Rajshahi	3	Rural Khulna	4
Rural Barisal	5	Rural Sylhet	6	Metropolitan cities	7	Municipalities	8

Serial	Questions	Code
1	Whether your mother went to school?	Yes 1 No 2 Not known 3
2	Years of schooling completed by your mother.	
3	Whether your father went to school?	Yes 1 No 2 Not known 3
4	Years of schooling completed by your father.	
5	What is your principal occupation?	
6	What is your monthly income (in Taka)?	
7	Religion. <i>Code: Muslim = 1, Non-Muslim = 2</i>	
8	What type of intuitions you were involved with of being literate?	School 1 TLM 2 CBA/Other literacy centre 3 Home/Self 4 Not attempte 5
9	How log ago you have completed your study (in year)?	
10	During last one week have you <i>Code : Yes = 1, No = 2</i>	Heard any radio programme 1 Seen any programme on TV 2 Read newspaper 3

For Literates and advanced literates

11	In what purposes do you use your literacy skills? <i>Code: 1 = Profession/workplace, 2 = Helping children's education, 3 = writing letter/reading necessary documents, 4 = Reading newspaper, magazine, book etc. 5 = Collecting information for well-being, 6 = Participate in higher study, 7 = Others</i>	Rank		
		1st	2nd	3rd
12	What type of post literacy programmes do you feel necessary for the society? <i>Code: 1 = Training for profession and earnings, 2 = Livelihood programmes, 3 = Special programmes for women, 4 = Village education centre, 5 = Library, 6 = Education on law and human rights, 7 = Others</i>	Rank		
		1st	2nd	3rd

Name of interviewer: _____ Date: _____

Annex 3.10. English version of village profile questionnaire

Education Watch 2002
Literacy Situation in Bangladesh

Village/ Mahallah Profile Questionnaire

Division: _____ District: _____ Thana/Upazila: _____

Union/Ward: _____ Village/mahallah: _____ Cluster number: _____

Stratum:

Rural Dhaka	1	Rural Chittagong	2	Rural Rajshahi	3	Rural Khulna	4
Rural Barisal	5	Rural Sylhet	6	Metropolitan cities	7	Municipalities	8

Serial	Questions	Code	
1	What type of primary level educational institutions are there in the village/ mahallah	Government	1
		Non-government	2
		Madrassa	3
		Non-formal	4
		None	5
2	If there is no primary level educational institution in the village, what is the distance of nearest such institution from the village (in kilometre)?		
3	Whether the village was covered under TLM?	Yes	1
		No	2
4	Whether there is any NGO activity in the village?	Yes	1
		No	2
5	Is there any electricity facility in the village?	Yes	1
		No	2
6	What is the distance between the village and the nearest market place (in kilometre)?		
7	What is the distance between the village and the nearest highway (in kilometre)?		
8	Whether there is any <i>pakka</i> road in the village?	Yes	1
		No	2
9	What is the distance between the village and the upazila town (in kilometre)?		
10	Road communication of the village with upazala.	<i>Pakka</i> road	1
		<i>Kancha</i> road	2
		No good road	3

Name of interviewer: _____ Date: _____

Annex 3.11. Determination of sample size

In order to determine the size of the sample literacy was considered as principal variable. In this survey, literacy is a categorical variable with four values. The categories of literacy are non-literate, semi-literate, literate-initial, and literate-advanced. Such a categorical variable can easily be transformed as dichotomous variable for each of the categories of literacy. For instance, non-literate and others (semi-literate, literate-initial, and literate-advanced), semi-literate and others (non-literate, literate-initial, and literate-advanced), etc. Thus, the following formula was used in determining the sample size (Cochran 1977, Kalton 1983).

$$n = \frac{z^2 \times p \times q}{\alpha^2}$$

Where, n is the sample size to be determined
 p is the probability of an individual be placed in a certain category of literacy
 q (1 - p) is the probability of an individual not to be placed in that category
 z is the value of the standard normal variable that would provide under certain confidence limit, and
 α is the desired level of precision

Taking a value 0.5 for both p and q (because such a value maximises the sample size) and considering the confidence limit as 95% (of which the value of z is 1.96) with 5% error level it was calculated that the required sample size for an estimate stands at 384. This means that in order to have a valid estimate a sample of size 384 is required if simple random sampling procedure is applied. However, a four stage sampling approach was followed in the literacy survey. Thus, to reduce design effect it was decided to double the size of the sample for each estimate. Meaning that for the given design 768 individuals are required to have a reasonable estimate on literacy. As the country was divided in to eight strata and in each stratum two separate estimates (for males and females) are required, a total of 12,288 (768 x 8 x 2) individuals need to be tested under the survey.

Annex 3.12. Weighting procedure

The problem arose with considering an equal size of sample for each stratum, however population size is not equal. Thus a weighting factor needs to be used in order to have pooled estimates for rural Bangladesh, urban Bangladesh and for the national level. Following formula was used for the purpose.

$$P = \sum S_i \times W_i$$

Where, P is the polled estimate
 S_i's are the estimates for different strata
 W_i's are the weights

Latest available census information (Census 2001 by Bangladesh Bureau of statistics) was used to find the weights for each of the stratum (BBS 2001). Here the weights are nothing but the proportions of population in different strata adjusted with number of strata. The following table provides this information in summary.

Stratum	Proportion of population			Weights		
	National	Rural	Urban	National	Rural	Urban
Rural Dhaka Division	0.243	0.288	-	1.944	1.728	-
Rural Chittagong Division	0.164	0.194	-	1.312	1.164	-
Rural Rajshahi Division	0.218	0.257	-	1.744	1.542	-
Rural Khulna Division	0.101	0.120	-	0.808	0.720	-
Rural Barisal Division	0.060	0.071	-	0.480	0.426	-
Rural Sylhet Division	0.059	0.070	-	0.472	0.420	-
Metropolitan cities	0.070	-	0.451	0.560	-	0.902
Municipalities	0.085	-	0.549	0.680	-	1.098
Total	1.000	1.000	1.000	8.000	6.000	2.000

Annex 4.1. Percentage distribution of respondents by different levels of literacy skills, stratum and sex								
Literacy levels	Rural Dhaka Division	Rural Chittagong Division	Rural Rajshahi Division	Rural Khulna Division	Rural Barisal Division	Rural Sylhet Division	Metro-palitan cities	Municipalities
Females								
Non-literate	54.5	55.4	59.3	52.2	44.5	62.3	31.9	36.9
Semi-literate	10.6	14.8	10.9	11.1	11.3	11.4	5.9	10.0
Literate-initial	21.5	23.1	17.9	23.6	29.6	18.5	22.6	29.2
Literate-advanced	9.4	6.7	11.9	13.1	14.6	7.8	39.5	23.9
	(799)	(944)	(783)	(827)	(831)	(949)	(808)	(901)
Males								
Non-literate	54.4	53.9	48.1	39.1	37.3	47.9	19.8	29.5
Semi-literate	5.9	10.4	7.4	6.2	11.1	10.8	3.0	4.8
Literate-initial	18.3	17.5	18.7	23.9	20.9	22.2	18.3	20.5
Literate-advanced	21.4	18.1	25.7	30.8	30.7	19.1	59.0	45.2
	(747)	(690)	(808)	(850)	(740)	(890)	(778)	(800)
Figures in the parenthesis indicate number of individuals under the survey								
Source: Education Watch National Literacy Survey (2002)								

Annex 4.2. Percentage distribution of respondents by different levels of skills in various areas of assessment and sex								
Levels of skills	Reading		Writing		Numeracy		Application	
	Females (6,842)	Males (6,303)	Females (6,842)	Males (6,303)	Females (6,842)	Males (6,303)	Females (6,842)	Males (6,303)
Non-literate	49.8	43.2	56.9	48.9	60.7	47.0	56.2	46.4
Semi-literate	5.3	4.6	13.5	12.4	11.5	9.5	18.7	11.7
Literate-initial	6.7	5.5	22.1	26.9	12.3	11.9	14.0	17.1
Literate-advanced	38.2	46.7	7.5	11.8	15.6	31.6	11.1	24.8
Figures in the parenthesis indicate number of individuals under the survey								
Source: Education Watch National Literacy Survey (2002)								

Annex 4.3. Percentage distribution of respondents by different levels of reading skills, area and sex						
Levels of skills	Rural Bangladesh			Urban Bangladesh		
	Females (5,133)	Males (4,725)	Both (9,858)	Females (1,709)	Males (1,578)	Both (3,287)
Non-literate	53.1	46.8	50.1	32.6	24.2	28.5
Semi-literate	5.5	4.9	5.2	4.0	2.9	3.5
Literate- initial	7.1	5.8	6.5	4.5	3.6	4.1
Literate-advanced	34.3	42.5	38.2	58.9	69.3	63.9

Figures in the parenthesis indicate number of individuals under the survey
Source: Education Watch National Literacy Survey (2002)

Annex 4.4. Percentage distribution of respondents by different levels of writing skills, area and sex						
Levels of skills	Rural Bangladesh			Urban Bangladesh		
	Females (5,133)	Males (4,725)	Both (9,858)	Females (1,709)	Males (1,578)	Both (3,287)
Non-literate	60.4	52.7	56.7	38.4	28.3	33.6
Semi-literate	13.9	13.0	13.5	11.0	8.8	9.9
Literate- initial	20.3	24.8	22.4	31.8	38.5	35.0
Literate-advanced	5.4	9.5	7.4	18.8	24.4	21.5

Figures in the parenthesis indicate number of individuals under the survey
Source: Education Watch National Literacy Survey (2002)

Annex 4.5. Percentage distribution of respondents by different levels of numeracy skills, area and sex						
Levels of skills	Rural Bangladesh			Urban Bangladesh		
	Females (5,133)	Males (4,725)	Both (9,858)	Females (1,709)	Males (1,578)	Both (3,287)
Non-literate	64.3	51.0	57.9	41.4	25.8	33.9
Semi-literate	11.7	9.8	10.8	10.4	7.6	9.1
Literate- initial	11.8	11.8	11.8	14.8	12.9	13.9
Literate-advanced	12.2	27.4	19.5	33.4	53.7	43.1

Figures in the parenthesis indicate number of individuals under the survey
Source: Education Watch National Literacy Survey (2002)

Annex 4.6. Percentage distribution of respondents by different levels of skills in application of 3Rs, area and sex						
Levels of skills	Rural Bangladesh			Urban Bangladesh		
	Females (5,133)	Males (4,725)	Both (9,858)	Females (1,709)	Males (1,578)	Both (3,287)
Non-literate	59.6	50.1	55.1	38.3	26.2	32.4
Semi-literate	19.2	12.3	15.9	16.2	8.8	12.7
Literate- initial	12.7	16.7	14.6	20.7	19.5	20.1
Literate-advanced	8.5	20.9	14.4	24.8	45.5	34.8

Figures in the parenthesis indicate number of individuals under the survey
 Source: Education Watch National Literacy Survey (2002)

Annex 4.7. Percentage distribution of respondents by different levels of reading skills and stratum								
Literacy levels	Rural Dhaka Division (1,546)	Rural Chittagong Division (1,634)	Rural Rajshahi Division (1,591)	Rural Khulna Division (1,677)	Rural Barisal Division (1,571)	Rural Sylhet Division (1,839)	Metro-palitan cities (1,586)	Municipalities (1,701)
	Non-literate	52.8	51.6	52.0	43.4	37.4	52.5	25.0
Semi-literate	4.7	6.4	4.8	4.9	5.7	5.2	2.1	4.5
Literate- initial	6.9	7.6	5.0	4.8	8.0	8.4	2.9	5.0
Literate-advanced	35.6	34.4	38.2	46.9	48.9	33.9	70.0	59.3

Figures in the parenthesis indicate number of individuals under the survey
 Source: Education Watch National Literacy Survey (2002)

Annex 4.8. Percentage distribution of respondents by different levels of reading skills, stratum and sex								
Literacy levels	Rural Dhaka Division	Rural Chittagong Division	Rural Rajshahi Division	Rural Khulna Division	Rural Barisal Division	Rural Sylhet Division	Metro-politan cities	Munici-palities
Females								
Non-literate	54.3	51.6	56.9	49.0	40.4	59.0	30.8	33.9
Semi-literate	5.3	6.4	5.4	5.7	5.4	4.2	2.2	5.3
Literate- initial	7.4	7.8	5.6	5.9	8.9	8.9	2.8	5.8
Literate-advanced	33.0	34.2	32.1	39.4	45.3	17.9	64.2	55.0
	(799)	(944)	(783)	(827)	(831)	(949)	(808)	(901)
Males								
Non-literate	51.2	51.5	47.1	37.9	34.1	45.5	19.0	28.3
Semi-literate	4.1	6.5	4.3	4.2	5.9	6.2	2.1	3.6
Literate-initial	6.3	7.4	4.5	3.8	7.0	8.0	3.0	4.1
Literate-advanced	38.4	34.6	44.1	54.1	53.0	40.3	75.9	64.0
	(747)	(690)	(808)	(850)	(740)	(890)	(778)	(800)
Figures in the parenthesis indicate number of individuals under the survey Source: Education Watch National Literacy Survey (2002)								

Annex 4.9. Percentage of respondents having minimum level of skills in reading by stratum and sex				
Stratum	Sex			Significance
	Females	Males	Both	
Rural Dhaka Division	40.4 (799)	44.7 (747)	42.5 (1,546)	ns
Rural Chittagong Division	42.1 (944)	42.0 (690)	42.0 (1,634)	ns
Rural Rajshahi Division	37.7 (783)	48.5 (808)	43.2 (1,591)	p<0.001
Rural Khulna Division	45.3 (827)	57.9 (850)	51.7 (1,677)	p<0.001
Rural Barisal Division	54.2 (831)	60.0 (740)	56.9 (1,571)	p<0.05
Rural Sylhet Division	36.8 (949)	48.3 (890)	42.4 (1,839)	p<0.001
Metropolitan cities	67.0 (808)	78.9 (778)	72.8 (1,586)	p<0.001
Municipalities	60.8 (901)	68.1 (800)	64.3 (1,701)	p<0.01
ns – Not significant at p – 0.05 Figures in the parenthesis indicate number of individuals under the survey Source: Education Watch National Literacy Survey (2002)				

Annex 4.10. Percentage distribution of respondents by different levels of writing skills and stratum								
Literacy levels	Rural Dhaka Division (1,546)	Rural Chittagong Division (1,634)	Rural Rajshahi Division (1,591)	Rural Khulna Division (1,677)	Rural Barisal Division (1,571)	Rural Sylhet Division (1,839)	Metro-palitan cities (1,586)	Municipalities (1,701)
Non-literate	60.3	59.5	56.8	49.4	44.7	58.3	28.8	37.3
Semi-literate	12.4	15.5	14.0	11.6	14.3	13.5	7.6	11.8
Literate- initial	20.6	20.3	20.9	29.2	30.3	21.6	36.9	33.5
Literate-advanced	6.7	4.7	8.3	9.8	10.7	6.6	26.7	17.5

Figures in the parenthesis indicate number of individuals under the survey
Source: Education Watch National Literacy Survey (2002)

Annex 4.11. Percentage distribution of respondents by different levels of writing skills, stratum and sex								
Literacy levels	Rural Dhaka Division	Rural Chittagong Division	Rural Rajshahi Division	Rural Khulna Division	Rural Barisal Division	Rural Sylhet Division	Metro-palitan cities	Municipalities
Females								
Non-literate	62.6	59.8	62.4	56.6	47.5	64.7	35.2	41.0
Semi-literate	13.3	17.2	13.8	11.4	13.4	12.0	7.9	13.2
Literate- initial	19.0	18.9	17.9	25.2	31.4	18.7	33.8	30.3
Literate-advanced	5.1	4.1	5.9	6.8	7.7	4.6	23.1	15.5
	(799)	(944)	(783)	(827)	(831)	(949)	(808)	(901)
Males								
Non-literate	57.8	59.0	51.5	42.4	41.5	51.5	22.2	33.1
Semi-literate	11.4	13.2	14.1	11.8	15.3	15.1	7.2	10.1
Literate- initial	22.4	22.3	23.8	33.1	29.1	24.7	40.3	37.2
Literate-advanced	8.4	5.5	10.6	12.7	14.1	8.7	30.3	19.6
	(747)	(690)	(808)	(850)	(740)	(890)	(778)	(800)

Figures in the parenthesis indicate number of individuals under the survey
Source: Education Watch National Literacy Survey (2002)

Annex 4.12. Percentage of respondents having minimum level of skills in writing by stratum and sex				
Stratum	Sex			Significance
	Females	Males	Both	
Rural Dhaka Division	24.2 (799)	30.8 (747)	27.4 (1,546)	p<0.01
Rural Chittagong Division	23.0 (944)	27.8 (690)	25.0 (1,634)	p<0.05
Rural Rajshahi Division	23.8 (783)	34.4 (808)	29.2 (1,591)	p<0.001
Rural Khulna Division	31.9 (827)	45.8 (850)	38.9 (1,677)	p<0.001
Rural Barisal Division	39.1 (831)	43.1 (740)	41.0 (1,571)	ns
Rural Sylhet Division	23.3 (949)	33.4 (890)	28.2 (1,839)	p<0.001
Metropolitan cities	56.9 (808)	70.6 (778)	63.6 (1,586)	p<0.001
Municipalities	45.8 (901)	56.8(800)	51.0 (1,701)	p<0.001

ns = Not significant at p = 0.05
 Figures in the parenthesis indicate number of individuals under the survey
 Source: Education Watch National Literacy Survey (2002)

Annex 4.13. Percentage distribution of respondents by different levels of numeracy skills and stratum								
Literacy levels	Rural Dhaka Division (1,546)	Rural Chittagong Division (1,634)	Rural Rajshahi Division (1,591)	Rural Khulna Division (1,677)	Rural Barisal Division (1,571)	Rural Sylhet Division (1,839)	Metropolitan cities (1,586)	Municipalities (1,701)
Non-literate	61.6	61.6	57.0	49.4	47.1	61.6	30.0	36.9
Semi-literate	9.3	12.7	9.6	11.6	14.1	11.0	6.3	11.2
Literate- initial	11.1	12.2	11.0	13.2	14.2	11.4	13.0	14.6
Literate-advanced	18.0	13.5	22.4	25.8	24.6	16.0	50.7	37.3

Figures in the parenthesis indicate number of individuals under the survey
 Source: Education Watch National Literacy Survey (2002)

Annex 4.14. Percentage distribution of respondents by different levels of numeracy skills, stratum and sex								
Literacy levels	Rural Dhaka Division	Rural Chittagong Division	Rural Rajshahi Division	Rural Khulna Division	Rural Barisal Division	Rural Sylhet Division	Metro-palitan cities	Municipalities
Females								
Non-literate	66.3	65.0	65.4	59.0	53.1	69.4	38.7	43.3
Semi-literate	10.8	14.2	9.1	12.7	15.2	11.1	6.7	13.2
Literate- initial	11.4	12.2	10.7	13.3	15.8	10.1	12.9	16.2
Literate-advanced	11.5	8.6	14.8	15.0	15.9	9.4	41.7	27.3
	(799)	(944)	(783)	(827)	(831)	(949)	(808)	(901)
Males								
Non-literate	56.5	56.9	48.9	40.2	40.3	53.3	21.0	29.6
Semi-literate	7.8	10.7	10.0	10.5	13.0	10.9	5.9	8.9
Literate- initial	10.8	12.3	11.3	13.1	12.4	12.7	13.1	12.8
Literate-advanced	24.9	20.1	29.8	36.2	34.3	23.1	60.0	48.7
	(747)	(690)	(808)	(850)	(740)	(890)	(778)	(800)

Figures in the parenthesis indicate number of individuals under the survey
Source: Education Watch National Literacy Survey (2002)

Annex 4.15. Percentage of respondents having minimum level of skills in numeracy by stratum and sex				
Stratum	Sex			Significance
	Females	Males	Both	
Rural Dhaka Division	22.9 (799)	35.7 (747)	29.1 (1,546)	p<0.001
Rural Chittagong Division	20.8 (944)	32.5 (690)	25.7 (1,634)	p<0.001
Rural Rajshahi Division	25.5 (783)	41.1 (808)	33.4 (1,591)	p<0.001
Rural Khulna Division	28.3 (827)	49.3 (850)	38.9 (1,677)	p<0.001
Rural Barisal Division	31.6 (831)	46.8 (740)	38.8 (1,571)	p<0.001
Rural Sylhet Division	19.5 (949)	35.8 (890)	27.4 (1,839)	p<0.001
Metropolitan cities	54.6 (808)	73.1 (778)	63.7 (1,586)	p<0.001
Municipalities	43.5 (901)	61.5 (800)	52.0 (1,701)	p<0.001

ns = Not significant at p = 0.05
Figures in the parenthesis indicate number of individuals under the survey
Source: Education Watch National Literacy Survey (2002)

Annex 4.16. Percentage distribution of respondents by different levels of skills in application of 3Rs and stratum								
Literacy levels	Rural Dhaka Division (1,546)	Rural Chittagong Division (1,634)	Rural Rajshahi Division (1,591)	Rural Khulna Division (1,677)	Rural Barisal Division (1,571)	Rural Sylhet Division (1,839)	Metro-politan cities (1,586)	Municipalities (1,701)
Non-literate	58.1	57.9	55.6	47.8	42.7	58.1	28.4	35.6
Semi-literate	13.8	18.2	14.8	17.5	18.6	15.9	9.8	14.8
Literate- initial	14.7	14.4	12.1	15.9	21.0	15.0	21.2	19.3
Literate-advanced	13.4	9.5	17.5	18.8	17.7	11.0	40.6	30.3

Figures in the parenthesis indicate number of individuals under the survey
Source: Education Watch National Literacy Survey (2002)

Annex 4.17. Percentage distribution of respondents by different levels of skills in application of 3Rs, stratum and sex								
Literacy levels	Rural Dhaka Division	Rural Chittagong Division	Rural Rajshahi Division	Rural Khulna Division	Rural Barisal Division	Rural Sylhet Division	Metro-politan cities	Municipalities
Females								
Non-literate	60.4	59.6	62.0	56.4	46.8	65.6	35.9	40.0
Semi-literate	18.6	20.7	17.9	20.3	22.3	16.9	11.8	19.5
Literate- initial	12.1	14.4	10.1	12.8	19.7	11.5	21.0	20.4
Literate-advanced	8.9	5.3	10.0	10.5	11.2	6.0	31.3	20.1
	(799)	(944)	(783)	(827)	(831)	(949)	(808)	(901)
Males								
Non-literate	55.7	55.5	49.3	39.6	38.1	50.0	20.6	30.6
Semi-literate	8.6	14.8	11.9	14.7	14.5	14.9	7.8	9.5
Literate- initial	17.5	14.5	14.0	18.9	22.4	18.8	21.3	18.0
Literate-advanced	18.2	15.2	24.8	26.8	25.0	16.3	50.3	41.9
	(747)	(690)	(808)	(850)	(740)	(890)	(778)	(800)

Figures in the parenthesis indicate number of individuals under the survey
Source: Education Watch National Literacy Survey (2002)

Annex 4.18. Percentage of respondents having minimum level of skills in application of 3Rs by stratum and sex				
Stratum	Sex			Significance
	Females	Males	Both	
Rural Dhaka Division	21.0 (799)	35.7 (747)	28.1 (1,546)	p<0.001
Rural Chittagong Division	19.7 (944)	29.7 (690)	23.9 (1,634)	p<0.001
Rural Rajshahi Division	20.1 (783)	38.7 (808)	29.5 (1,591)	p<0.001
Rural Khulna Division	23.3 (827)	45.8 (850)	34.7 (1,677)	p<0.001
Rural Barisal Division	30.9 (831)	47.4 (740)	38.7 (1,571)	p<0.001
Rural Sylhet Division	17.5 (949)	35.1 (890)	26.0 (1,839)	p<0.001
Metropolitan cities	52.4 (808)	71.6 (778)	61.8 (1,586)	p<0.001
Municipalities	40.5 (901)	59.9 (800)	49.6 (1,701)	p<0.001

Figures in the parenthesis indicate number of individuals under the survey
 Source: Education Watch National Literacy Survey (2002)

Annex 4.19. Percentage distribution of total scores by stratum								
Scores	Rural Dhaka Division (1,546)	Rural Chittagong Division (1,634)	Rural Rajshahi Division (1,591)	Rural Khulna Division (1,677)	Rural Barisal Division (1,571)	Rural Sylhet Division (1,839)	Metropolitan cities (1,586)	Municipalities (1,701)
0 - 10	50.7	48.3	49.2	41.2	35.3	50.8	23.6	29.1
11 - 20	4.3	5.0	3.4	3.3	3.7	3.4	2.2	3.1
21 - 30	2.6	4.0	2.1	2.0	3.5	2.6	0.9	2.4
31 - 40	3.2	3.6	3.6	3.0	3.4	3.6	1.6	2.9
41 - 50	4.3	7.5	4.7	5.2	7.3	6.3	2.3	3.8
51 - 60	8.1	7.9	7.2	7.3	8.7	8.2	5.3	7.6
61 - 70	7.7	9.1	7.7	11.0	10.9	8.3	10.4	11.8
71 - 80	8.3	7.6	7.4	11.3	11.6	8.0	13.3	13.5
81 - 90	8.7	6.4	11.2	12.6	13.1	7.3	29.4	21.3
91 -100	2.1	0.6	3.5	3.1	2.5	1.5	11.0	4.5

Figures in the parenthesis indicate number of individuals under the survey
 Source: Education Watch National Literacy Survey (2002)

Annex 4.20. Some statistics on total scores by stratum						
stratum	Mean	Median	Standard deviation	Minimum	Maximum	Coefficient of variation
Rural Dhaka Division	31.4	10.0	32.2	0	97.0	102.5
Rural Chittagong Division	30.0	13.5	30.4	0	93.0	101.3
Rural Rajshahi Division	33.6	12.0	33.6	0	96.5	100.0
Rural Khulna Division	39.2	41.0	34.0	0	98.0	86.7
Rural Barisal Division	41.4	47.0	32.9	0	96.0	79.5
Rural Sylhet Division	30.5	9.0	31.5	0	93.0	103.3
Metropolitan cities	58.3	73.5	34.0	0	99.0	58.3
Municipalities	49.5	61.5	34.1	0	97.0	68.9

Source: Education Watch National Literacy Survey (2002)

Annex 4.21. Percentage distribution of respondents by different levels of literacy considering only reading and writing skills in the assessment process					
Literacy levels	Females	Males	Rural	Urban	All
Non-literate	52.3	45.1	52.3	30.3	49.0
Semi-literate	6.6	5.4	6.5	3.7	6.0
Literate	41.3	49.5	41.2	66.0	45.0
Initial level	19.7	18.4	19.2	18.5	19.0
Advanced level	21.4	31.1	22.0	47.5	26.0

Source: Education Watch National Literacy Survey (2002)

Annex 4.22. Changes in literacy levels with the addition of skills components				
Literacy levels	Only reading	Reading + Writing	Reading + Writing + Numeracy	Reading + writing + Numeracy + Application
Non-literate	46.7	49.0	49.1	49.3
Semi-literate	4.9	6.0	8.2	9.3
Literate	48.4	45.0	42.7	41.4
Initial level	6.1	19.0	20.3	21.0
Advanced level	42.3	26.0	22.4	20.4

Source: Education Watch National Literacy Survey (2002)

Annex 4.23. Correlation matrix of the scores in four components of literacy				
	Reading	Writing	Numeracy	Application
Reading	1.00	0.91	0.87	0.87
Writing		1.00	0.89	0.90
Numeracy			1.00	0.91
Application				1.00

Each of the correlation coefficients are significantly greater than zero at $p < 0.001$
 Source: Education Watch National Literacy Survey (2002)

Annex 4.24. Percentage distribution of adult respondents (age 15 years and above) by different levels of literacy skills, area and sex								
Literacy levels	Rural Bangladesh				Urban Bangladesh			
	Females (4,379)	Males (4,019)	Both (8,398)	Significance	Females (1,475)	Males (1,361)	Both (2,836)	Significance
Non-literate	62.3	51.6	57.2	$p < 0.001$	38.1	26.5	32.5	$p < 0.001$
Semi-literate	9.9	6.6	8.3		8.1	3.7	6.0	
Literate	27.8	41.8	34.5		53.9	69.8	61.5	
Initial level	18.1	17.8	18.0		25.2	17.4	21.5	
Advanced level	9.7	24.0	16.6		28.7	52.4	40.0	

Figures in the parenthesis indicate number of individuals under the survey
 Source: Education Watch National Literacy Survey (2002)

Annex 4.25. Percentage distribution of adult respondents (age 15 years and above) by different levels of literacy skills and stratum								
Literacy levels	Rural Dhaka Division (1,324)	Rural Chittagong Division (1,365)	Rural Rajshahi Division (1,373)	Rural Khulna Division (1,458)	Rural Barisal Division (1,322)	Rural Sylhet Division (1,556)	Metro- palitan cities (1,374)	Munici- palities (1,462)
Non-literate	61.0	58.9	57.9	49.6	44.1	60.5	27.5	36.4
Semi-literate	6.9	10.5	7.7	7.8	10.1	8.9	4.3	7.3
Literate	32.1	30.5	34.4	42.7	45.8	30.5	68.2	56.4
Initial level	17.7	18.2	15.4	20.9	23.3	17.5	19.7	22.8
Advanced level	14.4	12.3	19.0	21.7	22.5	13.0	48.5	33.5

Figures in the parenthesis indicate number of individuals under the survey
 Source: Education Watch National Literacy Survey (2002)

Annex 4.26. Item-wise analysis

This part presents the analysis for items in the four areas of reading, writing, numeracy and application of 3Rs. It is expected that this analysis would provide an in-depth look at the literacy performance of the Bangladeshi population.

Reading skills: Reading of words, sentences and comprehension passage were three components in reading assessment. Two items of similar type on each of these skills, a total of six items were in the reading section of the test instrument. In Set A the respondents were asked to read out the words 'Lily' and 'Jackfruit', and in Set B they were asked to read out 'Hilsha' and 'Butterfly'. Among the respondents, 56 percent could read the word 'Lily', 55.6 percent 'Jackfruit', 54 percent 'Hilsha', and 53.6 percent 'Butterfly'. Four sentences were given to read out, two in each set. Following is the performance of the respondents in reading sentences.

Set	Sentence	Percentage of respondents		
		Fully correct	Partially correct	Incorrect
A	The fishermen are catching fish in the river.	49.2	5.1	45.7
	Our flag has red and green colours.	48.0	5.7	46.2
B	Birds fly in the blue sky.	48.6	4.4	47.0
	Nazrul is our favourite poet.	46.5	5.5	48.0

The respondents were asked to read out a passage and there were two questions on the content of the passage. A total of 33.5 percent of the respondents could correctly answer the first question and 41.8 percent the second question in Set A. In Set B, 42.9 percent of the respondents answered correctly to the first question and 29.3 percent have correct answers to the second question.

In other words, 54.6 percent of the respondents could read the single words, 58 percent for males and 51.2 percent for females. Forty six percent of the respondents could read the given sentences, eight percent could do it partially and another 46 percent could not read a sentence. Nearly 43 percent of the males and 49 percent of the females were not able to read a full sentence. Of the two questions given in the comprehension passage, nearly 30 percent could correctly answer both, 14 percent only one and 56 percent none. Sixty percent of the females and 52 percent of the males failed to answer any of the questions in the comprehension passage.

Following table provides performance of the respondents in different items in reading skills

Items	Females	Males	Rural	Urban	All
<i>Reading words</i>					
Set A: Lily	53.7	58.3	52.9	72.7	56.0
Jackfruit	53.7	58.1	52.8	72.6	55.9
Set B: Hilsha	50.2	58.6	50.7	71.6	54.0
Butterfly	49.9	58.0	50.2	71.5	53.6
<i>Reading sentence*</i>					
Set A: The fishermen are fishing in the river.	46.7	51.7	45.7	68.0	49.2
Our flag has green and red colours.	45.5	50.5	44.5	66.9	48.0
Set B: Birds fly in the blue sky.	44.7	53.3	45.0	67.6	48.6
Nazrul is our favourite poet.	42.1	51.7	42.8	66.1	46.5
<i>Comprehension passage</i>					
Set A: Question 1	28.9	38.0	29.6	54.4	33.5
Question 2	38.0	45.5	37.6	64.2	41.8
Set B: Question 1	38.7	47.9	38.9	64.0	42.9
Question 2	24.6	34.9	25.2	51.3	29.3

* More 4-5% of the respondents could read the sentences partially
Source: Education Watch National Literacy Survey (2002)

(Contd.)

(Contd. Annex 4.26)

Writing skills: Writing words, sentences and a paragraph were three parts of writing assessment. Four words were given in the test for writing, two in each set. The words were 'Cat' and 'Plough' in Set A, and 'Table' and 'Pail' in Set B. Among all respondents, 37.5 percent of the respondents could correctly write the word 'Cat', 21.8 percent 'Plough', 39.9 percent 'Table' and 28.9 percent 'Pail'. In writing words, 22.7 percent of the respondents could correctly write both the words, 26.2 percent any one of those and 51.1 percent none. Four sentences were included in the writing test, two in each set. Following is the performance of the respondents in writing sentences.

Set	Sentence	Percentage of respondents		
		Fully correct	Partially correct	Incorrect
A	Birds are singing.	33.2	17.7	49.1
	Jarina is doing home gardening.	22.5	27.3	50.2
B	We work together.	33.8	15.2	51.0
	I shall do my own work	26.4	21.9	51.7

The score value was 4.5 for each sentence, thus one could get a score between 0 and 9 in writing sentences. On average, 19.6 percent of the respondents received the maximum score, 30.6 percent received partial credit, and 49.8 percent received a score of zero. Twenty one percent of the males and 18.3 percent of the females received the full score, and 46.3 percent males and 53.1 percent females received a zero. The respondents were asked to write a paragraph containing five sentences about 'the winter season' or 'a river'. At the aggregate level, 68.4 percent of the respondents could not write anything, 68.8 percent among the males and 68.1 percent among the females. Overall, this item resulted in the worst performance of the test.

Following table provides performance of the respondents in different items in reading skills

Items	Females	Males	Rural	Urban	All
<i>Writing words*</i>					
Set A: Cat	34.9	40.1	33.6	58.5	37.5
Plough	17.1	26.3	18.6	38.7	21.8
Set B: Table	35.4	45.3	36.0	61.0	39.9
Pail	25.4	33.1	25.0	49.9	28.9
<i>Writing sentence**</i>					
Set A: Birds are singing.	31.3	35.1	29.0	55.5	33.2
Jarina is doing home gardening.	21.7	23.3	19.7	37.5	22.5
Set B: We work together.	30.5	37.7	30.4	51.8	33.8
I shall do my own work.	23.3	30.2	23.0	32.3	26.4
<i>Writing description</i>					
Set A: Winter	27.9	34.8	27.6	51.6	31.4
Set B: River	27.4	37.4	28.3	51.5	31.9

* More 10% could write cat with some mistakes, such rate is 16% for plough, 7% for table, and 14.7% for pail.

** In addition to this, proportion of respondents could write the sentences with some mistakes is 17.7% for first sentence, 27.4% for second sentence, 15.2% for third sentence, and 22% for fourth sentence.

Source: Education Watch National Literacy Survey (2002)

(Contd.)

(Contd. Annex 4.26)

Numeracy skills: Numeracy section of the test had the following parts: counting objects, finding out a missing number, subtraction, multiplication and two problem solving questions. The first item of the numeracy test required the respondents to count some objects and write down the number on the answer paper. At the aggregate level, 52.7 percent of the respondents could do it correctly and another 39.8 percent could count the objects correctly but failed to write the number. When they were asked to find out a missing number from a series, 52 percent could do it correctly and write the number on the answer paper, 17.8 percent could find the number but were not able to write down their finding, and the rests were unable to find the missing number. Forty two percent of the respondents could do the subtraction item correctly (48.5% males and 36% females), and 35.4 percent could do the multiplication correctly (43% males and 28.4% females). There were two questions on problem solving, one needing skills of subtraction and division, and the other multiplication and division. Nearly sixty percent of the respondents were not able to do even a single part of the first problem, and 80 percent for the second problem. Females lagged much behind the males in making correct answers to these two questions.

Following table provides performance of the respondents in different items in numeracy skills

Items	Females	Males	Rural	Urban	All
<i>Counting objects</i>					
Can express the correct number in writing	48.6	57.5	49.4	70.4	52.7
Can express the correct number orally	42.6	36.9	42.6	24.9	39.8
<i>Finding out a missing number</i>					
Can express the correct number in writing	47.2	57.2	48.4	70.6	52.0
Can express the correct number orally	17.8	17.4	18.4	13.6	17.6
Subtraction	36.0	48.5	38.4	61.3	42.0
Multiplication	28.4	43.0	31.4	56.5	35.4
<i>Problem solving: subtraction and division</i>					
Know all the steps	16.6	32.0	20.3	43.3	23.9
Know only the correct answer	10.4	23.1	16.8	14.4	16.5
<i>Problem solving: multiplication and division</i>					
Know all the steps	11.0	27.5	15.5	36.7	18.9
Know only the correct answer	0.3	1.6	0.8	1.5	0.9

Source: Education Watch National Literacy Survey (2002)

Application of 3Rs: Items of this part were - recognising time, map, direction, writing address, preparing balance sheet and understanding billboard. Thirty nine percent of the respondents were able to recognise time on a clock and express it in writing, and 10.6 percent could just recognise time but were not able to write it down. Performance of the males was much higher than that of the females. In recognising direction (left and right hand of a girl) nearly 93 percent of the respondents gave the correct answer and half of them could express their understanding in writing. Not much gender variation was observed in this case. In recognising east or west side of the map of Bangladesh, a third of the respondents were able to write the correct answer and another 19.3 percent were able to say the correct answer only but were unable to write it down. The males were 13 percentage points ahead of the females in this item.

(Contd.)

(Contd. Annex 4.26)

The respondents were asked to write their address. It had five points - own name, name of village/ mahallah, post office, thana/upazila/ward, and district. At the total level, 60.6 percent of the respondents could write his/her name correctly, 43.7 percent could write the name of their own village/ mahallah, and about 40 percent of the respondents could write other three elements of the address. In all the cases, 4-5 percent of the respondents were able to write with some mistakes. The males were ahead of the females in all the cases.

The respondents were asked to prepare a balance sheet. Over three quarters of the respondents were unable to do anything with this; among these 66.7 percent were males and 84.2 percent were females. The respondents were asked to write down their understanding of the picture of a billboard on the question paper. Only 13.8 percent of the respondents could make the correct answer in writing, 16.5 percent of whom were males and 11.3 percent females. Fifty seven percent of the respondents did not attempt this item and 29.2 percent gave wrong answers.

Following table provides performance of the respondents in different items in application of 3Rs

Items	Females	Males	Rural	Urban	All
<i>Recognition of time</i>					
Can express the correct answer in writing	31.1	48.1	35.0	61.6	39.2
Can express the correct answer orally	5.9	15.7	10.6	10.8	10.6
<i>Recognition of left and right hand</i>					
Can express the correct answer in writing	44.7	52.8	45.3	66.2	48.6
Can express the correct answer orally	47.2	41.2	47.3	28.0	44.2
<i>East/West direction of the map of Bangladesh</i>					
Can express the correct answer in writing	26.6	39.9	30.3	47.2	33.0
Can express the correct answer orally	19.0	19.5	20.3	13.6	19.3
<i>Writing address*</i>					
Own name	57.4	64.2	57.2	79.3	60.6
Village/ mahallah name	38.5	49.2	40.2	62.0	43.7
Name of post office	34.3	44.9	36.1	57.2	39.4
Name of upazila/thana/word	35.0	45.8	36.5	59.8	40.2
Name of district	35.7	46.3	37.0	61.0	40.8
Preparation of balance sheet	15.8	33.3	20.5	43.7	24.1
Understanding billboard	11.3	16.5	11.2	28.0	13.8

* More 5-6% could write these with some mistakes

Source: Education Watch National Literacy Survey (2002)

Annex 5.1. Socio-economic profile of the respondents

This Annex presents background information of the respondents in the literacy test. It has two parts. The first part presents a profile of the villages/mahallahs covered under the survey and the second part contains socio-economic characteristics of the respondents.

The Village Profile

Profile of the surveyed villages/ mahallahs was collected under six headings: existence of primary education institutions, existence of the state run literacy campaign under the Total Literacy Movement, NGO activity, availability of electricity, road communication facilities, and distance of the village/mahallah from highway, marketplace and the upazila town. This information helped to provide an understanding of the community context for learning and using literacy skills.

A total of 268 villages/ mahallahs were brought under the literacy survey, 204 in rural areas and 64 in urban areas. Of these locations, 48 percent had state owned primary schools, 36.4 percent had non-government primary schools, 34.6 percent had madrassas, and 31.4 percent villages had non-formal primary schools. There was no primary school in one fifth of the villages/ mahallahs - 21.4 percent in rural and 13.1 percent in urban areas. Of the villages/ mahallahs, nearly a third had one type of school, 28.2 percent had two types of schools, 14.6 percent had three types of schools, and 4.4 percent had all the four types of schools. Over 41 percent of the villages/ mahallahs were covered under the Total Literacy Movement (TLM) of the government. The TLM activities were conducted in 44 percent of the villages in rural areas and nearly a quarter of the mahallahs in urban areas.

Nearly 86 percent of the villages/ mahallahs had some activities of one or more of the non-governmental organisations. Two thirds of the villages/mahallahs had access to electricity - 60.9 percent in rural areas and 98.6 percent in urban areas. There were *pakka* road in one third of the villages/ mahallahs, 22.4 percent in rural villages and 89.7 percent in urban mahallahs. On an average, the surveyed villages/mahallahs were 1.7 kilometres away from the nearest market place, 6.3 kilometres away from the highway and 9.5 kilometres away from the upazila town. Annex 5.1.1 summarises these information.

Annex 5.1.1
Percentage of village/mahallah having different facilities by area

Facilities	Rural Bangladesh	Urban Bangladesh	All Bangladesh
Government primary school	46.1	58.6	48.0
Non-government primary school	33.2	54.4	36.4
Madrassa	32.9	44.1	34.6
Non-formal primary school	29.8	40.5	31.4
Covered by total literacy movement	44.2	24.1	41.2
Having NGO activities	85.8	85.3	85.8
Having electricity in village	60.9	98.6	66.6
<i>Pakka</i> road in village/mahallah	22.4	89.7	32.5

Source : Education Watch National Literacy Survey (2002)

Socio-economic Information

This section presents information on age and sex distribution of the respondents, and information on their schooling and education, parental education, religious affiliation, access to communication media, occupation and income.

Gender

Of the 13,145 respondents covered under the literacy survey 52 percent were females. The sex ratio, in terms of number of males per 100 females was 92.1 (Annex 5.1.2). This ratio is lower than the national census estimate (Bangladesh Bureau of Statistics 2001). The male-female ratio was mostly equal in both rural and urban areas. The sex ratio was over 100 in two rural areas only - Rajshahi and Khulna divisions. In others, it was below 100 (Annex 5.1.3).

(Contd.)

(Contd. Annex 5.1)

Annex 5.1.2 Sex distribution of the respondents by area								
Sex	Rural Bangladesh (9,858)		Urban Bangladesh (3,287)			All Bangladesh (13,145)		
Females	52.0		52.1			52.0		
Males	48.0		47.9			48.0		
Sex ratio	92.2		92.0			92.1		
Figures in the parenthesis indicate number of individuals under the survey Source: Education Watch National Literacy Survey (2002)								
Annex 5.1.3 Sex distribution of the respondents by stratum								
Sex	Rural Dhaka Division (1,546)	Rural Chittagong Division (1,634)	Rural Rajshahi Division (1,591)	Rural Khulna Division (1,677)	Rural Barisal Division (1,571)	Rural Sylhet Division (1,839)	Metro- palitan cities (1,586)	Munici- palities (1,701)
Female	51.7	57.8	49.2	49.3	52.9	51.6	50.9	53.0
Male	48.3	42.2	50.8	50.7	47.1	48.4	49.1	47.0
Sex-ratio	93.5	73.1	103.2	102.8	89.1	93.8	96.3	88.8
Figures in the parenthesis indicate number of individuals under the survey Source: Education Watch National Literacy Survey (2002)								
Residence								
About a quarter of the respondents came from urban areas and the rest from the rural areas of the country. This distribution is similar to that of the national statistics. Two-and-a-half percent of the respondents lived in slums. Area-wise, 2.1 percent of the rural respondents and 5.2 percent of the urban respondents came from slums ¹ .								
Age structure								
Age pyramid of the respondents is presented in Annex 5.1.5. About a half of the respondents were below 30 years. Eighty five percent of the respondents were adult, i.e., aged 15 years and above. Not much variation was observed in this regard by area of residence or by sex. Elderly people (60 years and above) accounted for about 9 percent of the total individuals in the sample, 7.5 percent among females and 10.6 percent among males. Over nine percent of the respondents in rural areas and 6.6 percent in urban areas were elderly. On an average, the mean age of the respondents was 32.2 years, 31.1 years for females and 33.5 years for males (Annex 5.1.4). The mean age was 32.5 years among the respondents of rural areas and 30.9 years among those of urban areas. The median age was found to be 29 years, i.e., a half of the respondents belong to age limit between 11-29 years. The median age was 27 years among females and 30 years among males; it was 29 years among rural respondents and 28 years among urban respondents. Annex 5.1.6 shows the age distribution for each stratum. The mean age was highest among the respondents of rural Barisal division and lowest among those of metropolitan cities (33.6 years and 30.4 years respectively). The median age was between 28 and 30 years among the respondents of different strata.								
¹ Clusters of households (no less than 25) in poorly constructed temporary dwellings or Jhupries 'often as squatter settlements on public land, and without legal provision for utilities and basic public services.								

(Contd.)

(Contd. Annex 5.1)

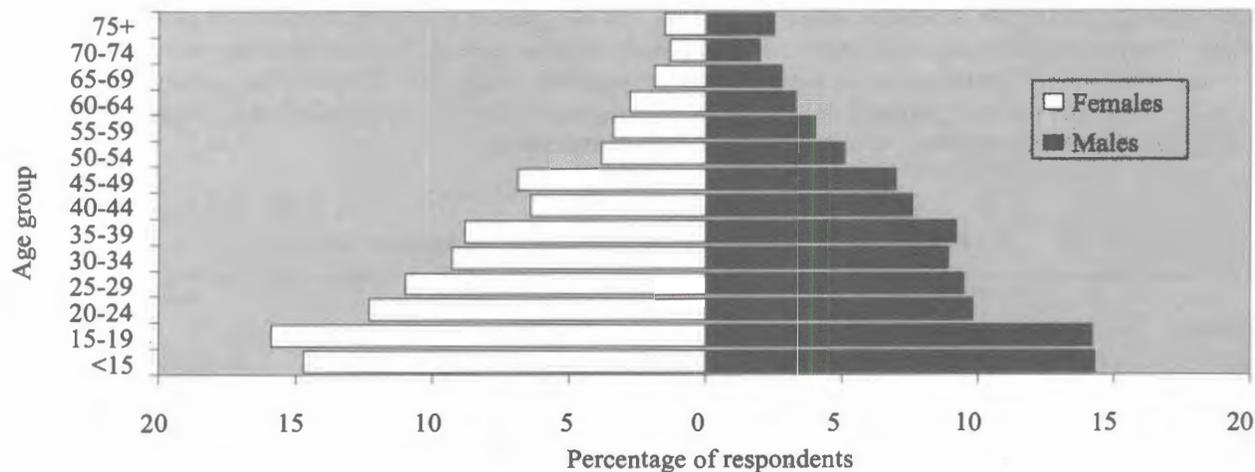
Annex 5.1.4
Age distribution of the respondents by area and sex

Age	Rural Bangladesh			Urban Bangladesh			All Bangladesh		
	Females (5,133)	Males (4,725)	Both (9,858)	Females (1,709)	Males (1,578)	Both (3,287)	Females (6,842)	Males (6,303)	Both (13,145)
11 - 14	14.9	14.3	14.6	13.7	13.8	13.8	14.7	14.3	14.5
15 - 19	15.8	14.2	15.1	16.0	13.9	15.0	15.9	14.2	15.1
20 - 24	12.0	9.7	10.9	14.0	10.4	12.3	12.3	9.8	11.1
25 - 29	10.9	9.4	10.2	11.4	9.9	10.6	11.0	9.5	10.3
30 - 34	8.8	8.5	8.7	12.3	10.7	11.5	9.3	8.9	9.1
35 - 39	8.8	9.1	8.9	9.0	9.8	9.3	8.8	9.2	9.0
40 - 44	6.3	7.4	6.8	6.9	9.1	7.9	6.4	7.6	7.0
45 - 49	7.2	6.7	7.0	5.3	8.3	6.7	6.9	7.0	6.9
50 - 54	3.9	5.4	4.6	3.1	3.6	3.3	3.8	5.1	4.4
55 - 59	3.6	4.1	3.8	2.4	3.2	2.8	3.4	4.0	3.7
60 - 64	2.8	3.3	3.1	2.4	3.3	2.8	2.8	3.3	3.0
65 - 69	2.1	3.0	2.5	1.0	1.8	1.4	1.9	2.8	2.3
70 - 74	1.3	2.2	1.7	1.2	0.8	1.0	1.3	2.0	1.6
75+	1.6	2.6	2.1	1.3	1.5	1.4	1.5	2.5	2.0
Mean	31.3	33.7	32.5	29.9	32.1	30.9	31.1	33.5	32.2
Median	28.0	30.0	29.0	27.0	30.0	28.0	27.0	30.0	29.0

Figures in the parenthesis indicate number of individuals under the survey

Source: Education Watch National Literacy Survey (2002)

Annex 5.1.5
Age pyramid of the respondents under the survey



Source: Education Watch National Literacy Survey (2002)

(Contd.)

(Contd Annex 5.1)

Annex 5.1.6								
Age distribution of the respondents by stratum								
Age	Rural Dhaka Division (1,546)	Rural Chittagong Division (1,634)	Rural Rajshahi Division (1,591)	Rural Khulna Division (1,677)	Rural Barisal Division (1,571)	Rural Sylhet Division (1,839)	Metro- palitan cities (1,586)	Munici- palities (1,701)
11-14	14.4	16.5	13.7	13.1	15.8	15.4	13.4	14.1
15-19	14.7	15.5	15.4	14.7	14.5	15.5	14.0	15.8
20-24	10.3	10.6	11.3	12.5	9.9	10.7	12.7	12.0
25-29	10.5	9.1	11.4	9.7	8.3	10.3	12.1	9.5
30-34	8.7	7.1	9.6	8.6	8.4	9.7	12.9	10.5
35-39	9.5	8.3	9.1	8.2	8.8	9.2	9.3	9.3
40-44	6.6	6.7	7.0	7.6	5.9	7.2	8.2	7.8
45-49	7.2	7.0	7.0	7.2	6.7	5.7	6.7	6.8
50-54	4.6	4.3	4.5	5.4	5.2	4.1	2.9	3.6
55-59	3.4	3.8	3.6	5.0	5.2	3.1	2.5	3.1
60-64	2.9	3.8	2.8	2.5	3.4	3.2	2.5	3.1
65-69	2.8	2.8	1.9	2.6	2.8	2.3	1.1	1.6
70-74	2.1	2.0	1.4	1.2	1.8	1.7	0.9	1.1
75+	2.4	2.6	1.1	1.9	3.2	1.9	0.9	1.7
Mean	32.8	32.9	31.6	32.7	33.6	31.7	30.4	31.4
Median	30.0	29.0	28.0	30.0	30.0	28.0	28.0	28.0

Figures in the parenthesis indicate number of individuals under the survey

Source: Education Watch National Literacy Survey (2002)

Schooling experience

About a fifth of the respondents were currently enrolled in any type of educational institutions - formal, non-formal or religious. More than double this proportion, 43.1 percent, enrolled in an educational institution at some point of their life and were not in school during the survey². Close to this proportion, 37.6 percent of the respondents, never attended a school (Annex 5.1.7). The proportion of never-enrolled respondents was 41.1 percent among the females and 33.7 percent among the males. This was 40.4 percent in rural areas and 22.6 percent in urban areas. In both the areas the males were ahead of the females in enrolment. The proportion of never-enrolled respondents was highest in rural Sylhet division (46.1 percent) followed by Dhaka (44 percent), Rajshahi (41.9 percent), Chittagong (40.9 percent), and Khulna (33.3 percent) divisions (Annex 5.1.8). This was much lower, below 25 percent, in two urban strata.

Annex 5.1.7

Current enrolment status of the respondents by area and sex

Enrolment status	Rural Bangladesh			Urban Bangladesh			All Bangladesh		
	Females	Males	Both	Females	Males	Both	Females	Males	Both
Currently enrolled	18.1	18.7	18.4	23.3	24.7	24.0	19.0	19.6	19.3
Dropped out	38.1	44.6	41.2	49.7	57.4	53.4	39.9	46.6	43.1
Never enrolled	43.8	36.7	40.4	26.9	17.9	22.6	41.1	33.7	37.6

Source: Education Watch National Literacy Survey (2002)

² Respondent enrolled in any educational institution in the past, but not in school during the previous six months from the day of the survey, were put in this category.

(Contd.)

(Contd. Annex 5.1)

Annex 5.1.8								
Current enrolment status of the respondents by stratum								
Current enrolment status	Rural Dhaka Division (1,546)	Rural Chittagong Division (1,634)	Rural Rajshahi Division (1,591)	Rural Khulna Division (1,677)	Rural Barisal Division (1,571)	Rural Sylhet Division (1,839)	Metropolitan city (1,586)	Municipality (1,701)
Currently enrolled	17.9	19.5	18.3	19.1	21.6	14.2	23.8	24.1
Dropped out	38.1	39.7	39.8	47.6	53.4	39.6	55.2	52.1
Never enrolled	44.0	40.9	41.9	33.3	25.0	46.1	21.0	23.8

Figures in the parenthesis indicate number of individuals under the survey

Source: Education Watch National Literacy Survey (2002)

Annex 5.1.9 presents that 40.5 percent of all the respondents had not completed a single year of schooling. Comparing this with the proportion reported to have never-enrolled in a school (37.6 percent), it can be said that some of the respondents were enrolled in school but dropped out before completing a single grade. Of the respondents 28.2 percent had some primary level education, 23.8 percent secondary level, and 6.9 percent tertiary level. On average, the mean years of schooling of all population was 4 years, 3.5 years for the females and 4.5 years for the males. The mean years of schooling was 3.6 for the rural respondents and 5.9 for the urban respondents. Annexes 5.1.10 provides more analysis of this. Nearly 41 percent of the respondents had at least five years of schooling, 38 percent females and 43.8 percent males. Proportion of respondents having at least the full cycle of primary education was 37.1 percent in rural areas and 60.8 percent in urban areas.

Annex 5.1.9

Percentage distribution of the respondents by years of schooling completed, area and sex

Years of schooling	Rural Bangladesh			Urban Bangladesh			All Bangladesh		
	Females (5,133)	Males (4,725)	Both (9,858)	Females (1,709)	Males (1,578)	Both (3,287)	Females (6,842)	Males (6,303)	Both (13,145)
Nil	46.4	40.3	43.5	29.2	19.8	24.7	43.7	37.1	40.5
I	2.3	3.2	2.8	1.5	2.2	1.8	2.2	3.0	2.6
II	4.6	5.0	5.0	4.2	3.6	3.9	4.8	4.8	4.8
III	4.1	4.7	4.4	3.2	3.7	3.4	4.0	4.5	4.2
IV	7.4	6.1	6.8	5.6	4.2	4.9	7.1	5.8	6.5
V	11.0	9.3	10.2	10.0	8.2	9.2	10.9	9.1	10.0
I-V	29.8	28.3	29.1	24.6	21.9	23.3	28.9	27.3	28.2
VI	4.7	4.1	4.4	4.6	4.1	4.4	4.7	4.1	4.4
VII	4.5	4.1	4.3	5.3	3.7	4.5	4.6	4.0	4.3
VIII	3.9	4.3	4.1	7.2	5.6	6.4	4.4	4.5	4.5
IX	6.0	7.2	6.6	9.3	9.2	9.2	6.6	7.5	7.0
X	2.0	3.6	2.8	6.8	9.8	8.0	2.7	4.5	3.6
VI-X	21.1	23.3	22.2	33.2	31.8	32.6	23.0	24.7	23.8
XI+	2.5	7.0	4.7	12.7	25.8	19.0	4.1	10.0	6.9
Others*	0.3	1.0	0.6	0.3	0.7	0.5	0.3	0.9	0.6
Mean	3.1	4.1	3.6	5.2	6.7	5.9	3.5	4.5	4.0
Median	2.0	3.0	2.0	5.0	8.0	6.0	2.0	4.0	3.0

* Respondents studied in non-graded religious educational institutions were put in this category.

Figures in the parenthesis indicate number of individuals under the survey

Source: Education Watch National Literacy Survey (2002)

(Contd.)

(Contd. Annex 5.1)

Annex 5.1.10								
Percentage distribution of the respondents by years of schooling completed and stratum								
Years of schooling	Rural Dhaka Division (1,546)	Rural Chittagong Division (1,634)	Rural Rajshahi Division (1,591)	Rural Khulna Division (1,677)	Rural Barisal Division (1,571)	Rural Sylhet Division (1,839)	Metro-palitan cities (1,586)	Municipalities (1,701)
Nil	47.0	43.5	45.1	37.1	30.1	47.5	22.2	26.6
I	2.7	2.4	3.1	2.4	3.5	2.6	1.3	2.3
II	5.2	5.5	4.1	4.5	5.7	5.5	2.9	4.7
III	4.1	4.5	4.1	4.3	5.7	4.8	2.5	4.2
IV	6.0	7.9	6.5	7.2	7.3	6.6	4.2	5.5
V	10.7	9.1	8.9	10.0	13.2	13.1	7.1	10.8
I - V	28.7	29.4	26.8	28.4	35.4	32.6	17.9	27.4
VI	3.9	5.0	3.5	6.7	4.7	4.0	3.4	5.1
VII	4.3	4.8	4.2	4.1	4.2	3.7	4.7	4.4
VIII	4.1	3.6	3.6	5.5	5.3	3.4	7.1	5.9
IX	6.0	5.4	7.7	8.1	7.4	4.7	9.7	8.9
X	2.0	2.9	2.7	4.2	4.0	1.9	10.0	6.5
VI - X	20.4	21.7	21.7	28.7	25.6	17.7	34.9	30.8
XI+	3.4	4.2	6.0	5.2	8.0	2.0	24.5	14.8
Others*	0.5	1.2	0.3	0.6	1.0	0.2	0.5	0.4
Mean	3.2	3.8	3.5	4.2	4.7	2.9	6.6	5.4
Median	2.0	2.0	2.0	4.0	4.0	1.0	8.0	5.0

* Respondents studied in non-graded religious educational institutions were put in this category.

Figures in the parenthesis indicate number of individuals under the survey

Source: Education Watch National Literacy Survey (2002)

Among the currently enrolled respondents, 39.4 percent were at any grade in the primary schools, 44 percent at the secondary level, 14.2 percent at the tertiary level and the rest in the non-graded madrassas (Hafizia or Qawmi). Of the currently enrolled respondents in rural areas, 42.8 percent were at primary level and only 10.8 percent were at the tertiary level. A more equitable distribution was seen among urban respondents, 25.7 percent at primary level and 27.6 percent at tertiary level. On average, more males were found at the tertiary level than females (18 percent vs. 10.4 percent) (Annexes 5.1.11 and 5.1.12).

(Contd.)

(Contd. Annex 5.1)

Annex 5.1.11						
<i>Percentage distribution of the respondents by current enrolment status, years of schooling completed and area</i>						
Years of schooling	Rural Bangladesh		Urban Bangladesh		All Bangladesh	
	Currently enrolled (1,806)	Dropped out (4,238)	Currently enrolled (7,88)	Dropped out (1,761)	Currently enrolled (2,594)	Dropped out (5,999)
Nil	1.2	6.9	0.5	3.7	1.1	6.3
I	3.3	5.2	1.1	2.9	2.9	4.8
II	7.1	8.9	2.8	6.1	6.2	8.3
III	8.2	7.0	4.7	4.3	7.5	6.5
IV	13.2	10.6	6.8	6.2	11.9	9.7
V	11.0	19.8	10.2	12.6	10.9	18.4
<i>I - V</i>	<i>42.8</i>	<i>51.5</i>	<i>25.7</i>	<i>32.1</i>	<i>39.4</i>	<i>47.7</i>
VI	11.1	5.8	9.9	3.8	10.9	5.4
VII	9.1	6.4	7.2	5.2	8.7	6.2
VIII	8.2	6.3	9.8	7.6	8.5	6.5
IX	12.4	10.4	12.3	11.8	12.4	10.7
X	2.8	5.5	6.4	12.1	3.5	6.8
<i>VI - X</i>	<i>43.6</i>	<i>34.3</i>	<i>45.6</i>	<i>40.5</i>	<i>44.0</i>	<i>35.6</i>
XI+	10.8	6.5	27.6	23.1	14.2	9.7
Others*	1.6	0.8	0.6	0.6	1.4	0.7
Mean	6.8	5.7	8.0	7.5	7.1	6.1
Median	6.0	5.0	8.0	8.0	6.0	5.0

* Respondents studied in non-graded religious educational institutions were put in this category.
 Figures in the parenthesis indicate number of individuals under the survey
 Source: Education Watch National Literacy Survey (2002)

(Contd.)

(Contd Annex 5.1)

Annex 5.1.12						
Percentage distribution of the respondents by current enrolment status, years of schooling completed and sex						
Years of schooling	Females		Males		All	
	Currently enrolled (1,310)	Dropped out (2,882)	Currently enrolled (1,284)	Dropped out (3,117)	Currently enrolled (2,594)	Dropped out (5,999)
Nil	0.7	6.0	1.5	6.6	1.1	6.3
I	2.9	4.1	2.8	5.4	2.9	4.8
II	7.0	8.7	5.4	8.0	6.2	8.3
III	7.0	6.6	8.1	6.3	7.5	6.5
IV	14.1	11.1	9.6	8.4	11.9	9.7
V	11.0	22.0	10.7	15.1	10.9	18.4
I - V	42.1	52.5	36.7	43.1	39.4	47.7
VI	12.3	5.9	9.4	4.9	10.9	5.4
VII	10.0	6.9	7.4	5.5	8.7	6.2
VIII	9.3	6.7	7.7	6.4	8.5	6.5
IX	12.0	10.7	12.8	10.7	12.4	10.7
X	2.9	5.5	4.2	8.0	3.5	6.8
VI - X	46.4	35.7	41.5	35.4	44.0	35.6
XI+	10.4	5.3	18.0	13.9	14.2	9.7
Others*	0.3	0.5	2.5	1.0	1.4	0.7
Mean	6.4	5.7	7.8	6.5	7.1	6.1
Median	6.0	5.0	7.0	6.0	6.0	5.0

* Respondents studied in non-graded religious educational institutions were put in this category.

Figures in the parenthesis indicate number of individuals under the survey

Source: Education Watch National Literacy Survey (2002)

Of the respondents who enrolled in any educational institution at some point of their life but were out of school during the survey, 6.3 percent dropped out before completing even a single grade and 29.3 percent before completing the full cycle of primary education (Annex 5.1.11). Over 63 percent of them could complete the primary cycle and 16.5 percent completed the secondary cycle. The respondents in rural areas dropped out earlier than their counterparts in urban areas. The mean years of schooling of the dropped out respondents was 7.5 in urban areas and 5.7 in rural areas. A half of these rural respondents dropped out at primary level and only 6.5 percent could reach at tertiary level. On the other hand, among the urban respondents a third dropped out at primary level, 40 percent at secondary level and 23 percent at tertiary level. The females lagged behind the males in this case too (Annex 5.1.12).

Among the currently enrolled respondents, about 18 percent were in state owned primary schools, 6 percent in non-government primary schools, nearly 3 percent in non-formal primary schools, 6.6 percent in madrassas, 50 percent in secondary schools, and about 14 percent in collages or in the universities (Annex 5.1.13). On the other hand, among the dropped out respondents, 42.9 percent dropped out from government primary schools, 39 percent from secondary schools, 9.5 percent from colleges or the universities, and rests from other different types of institutions. Annex 5.1.14 provides area-wise analysis of this.

(Contd.)

(Contd Annex 5.1)

Annex 5.1.13						
<i>Percentage distribution of the ever-schooled respondents by current enrolment status, school type and sex</i>						
Type of school	Females		Males		All	
	Currently enrolled (1,310)	Dropped out (2,882)	Currently enrolled (1,284)	Dropped out (3,117)	Currently enrolled (2,594)	Dropped out (5,999)
Government primary	19.2	47.0	16.9	39.1	18.1	42.9
Non-govt. primary	6.1	4.7	6.0	5.5	6.1	5.1
Non-formal primary	4.2	0.9	1.5	0.8	2.9	0.8
Graded madrassa	5.0	1.4	8.3	2.2	6.6	1.8
Non-graded madrassa	0.3	0.5	2.5	1.0	1.4	0.7
Secondary school	53.8	40.2	46.2	37.9	50.1	39.0
College/university	10.5	5.3	17.6	13.4	13.9	9.5
Others	0.8	0.1	1.0	0.1	0.9	0.1

Figures in the parenthesis indicate number of individuals under the survey
Source: Education Watch National Literacy Survey (2002)

Annex 5.1.14						
<i>Percentage distribution of the ever-schooled respondents by current enrolment status, school type and area</i>						
Type of school	Rural Bangladesh		Urban Bangladesh		All Bangladesh	
	Currently enrolled (1,806)	Dropped out (4,238)	Currently enrolled (7,88)	Dropped out (1,761)	Currently enrolled (2,594)	Dropped out (5,999)
Government primary	19.9	46.5	10.6	28.4	18.1	42.9
Non-govt. primary	6.8	5.7	3.1	2.9	6.1	5.1
Non-formal primary	3.2	0.9	1.5	0.7	2.9	0.8
Graded madrassa	7.6	2.1	2.5	1.0	6.6	1.8
Non-graded madrassa	1.6	0.8	0.6	0.6	1.4	0.7
Secondary school	49.7	38.0	51.6	43.0	50.1	39.0
College/university	10.1	6.1	29.7	23.4	13.9	9.5
Others	1.0	0.1	0.5	0.1	0.9	0.1

Figures in the parenthesis indicate number of individuals under the survey
Source: Education Watch National Literacy Survey (2002)

(Contd.)

(Contd Annex 5.1)

Annex 5.1.15
Percentage of respondents by mode of being literate, area and sex

Mode	Rural Bangladesh			Urban Bangladesh			All Bangladesh		
	Females (5,133)	Males (4,725)	Both (9,858)	Females (1,709)	Males (1,578)	Both (3,287)	Females (6,842)	Males (6,303)	Both (13,145)
School	56.1	63.0	59.5	72.9	82.0	77.3	58.7	66.1	62.2
TLM	1.6	1.7	1.6	0.6	0.8	0.7	1.5	1.5	1.5
Literacy centre	0.7	0.4	0.5	1.1	0.1	0.6	0.8	0.3	0.6
At home/ self	2.0	1.6	1.8	1.8	1.8	1.8	2.0	1.6	1.8
None	39.6	33.3	36.6	23.6	15.3	19.6	37.0	30.5	33.9

Figures in the parenthesis indicate number of individuals under the survey
Source: Education Watch National Literacy Survey (2002)

Annex 5.1.16
Percentage of respondents by mode of being literate and stratum

Mode	Rural Dhaka Division (1,546)	Rural Chittagong Division (1,634)	Rural Rajshahi Division (1,591)	Rural Khulna Division (1,677)	Rural Barisal Division (1,571)	Rural Sylhet Division (1,839)	Metro- palitan city (1,586)	Nunici- pality (1,701)
School	55.9	58.7	58.0	66.6	74.8	53.9	79.0	76.0
TLM	1.0	0.1	4.3	1.6	0.3	0.2	0.1	1.2
Literacy centre	0.2	0.9	0.9	0.4	0.4	0.2	0.1	1.0
At home/ self	1.1	0.6	3.5	2.5	2.0	0.9	1.4	2.1
None	41.8	39.8	33.4	28.9	22.4	44.8	19.5	19.8

Figures in the parenthesis indicate number of individuals under the survey
Source: Education Watch National Literacy Survey (2002)

It was observed that some of the respondents had the opportunity to have access in education other than the educational institutions mentioned above. Of the total respondents, 62.3 percent of the respondents had schooling experience, 1.5 percent went only to the centres under total literacy movement (TLM), 0.6 percent joined only the literacy centres of the NGOs, 1.8 percent had some education experience only at home, and 33.9 percent had no experience of education (Annex 5.1.15). About 0.3 percent of the ever-enrolled respondents were also enrolled in NGO operated literacy centres. Among the never-enrolled respondents, nearly four percent went to the literacy centres under TLM, one percent in the literacy centres of the NGOs, 4.8 percent studied at home and about 90 percent had no educational experience. More information on this is available in Annex 5.1.16.

Parental education

Three quarters of the mothers and 58.6 percent of the fathers of the respondents did not have a single year of schooling. Mothers of the 78.7 percent of the rural respondents and 56 percent of the urban respondents fall in this category. On the other hand, fathers of 62.9 percent of the rural respondents and 36.3 percent of the urban respondents had no schooling. No difference was observed in this regard by gender of the respondents. Details of the analyses are provided in Annexes 5.1.17 to 5.1.20.

(Contd.)

(Contd Annex 5.1)

Annex 5.1.17									
<i>Percentage distribution of the respondents by level of mothers' education, area and sex</i>									
Level of education	Rural Bangladesh			Urban Bangladesh			All Bangladesh		
	Females (5,133)	Males (4,725)	Both (9,858)	Females (1,709)	Males (1,578)	Both (3,287)	Females (6,842)	Males (6,303)	Both (13,145)
Nil	77.7	79.7	78.7	56.5	55.5	56.0	74.3	75.9	75.1
I - V	16.7	15.7	16.2	23.5	23.5	23.5	17.8	16.9	17.4
VI - X	5.3	4.4	4.9	17.1	18.1	17.6	7.2	6.6	6.9
XI+	0.3	0.2	0.2	2.9	2.9	2.9	0.7	0.6	0.7
Figures in the parenthesis indicate number of individuals under the survey Source: Education Watch National Literacy Survey (2002)									
Annex 5.1.18									
<i>Percentage distribution of the respondents by level of fathers' education, area and sex</i>									
Level of education	Rural Bangladesh			Urban Bangladesh			All Bangladesh		
	Females (5,133)	Males (4,725)	Both (9,858)	Females (1,709)	Males (1,578)	Both (3,287)	Females (6,842)	Males (6,303)	Both (13,145)
Nil	61.1	64.7	62.9	37.3	35.2	36.3	57.3	59.9	58.6
I - V	18.3	18.4	18.4	15.1	19.2	17.1	17.8	18.5	18.1
VI - X	16.6	13.8	15.2	31.6	31.5	31.5	19.0	16.6	17.8
XI+	4.0	3.1	3.5	16.1	14.1	15.1	5.9	4.9	5.4
Figures in the parenthesis indicate number of individuals under the survey Source: Education Watch National Literacy Survey (2002)									
Annex 5.1.19									
<i>Percentage distribution of the respondents by level of mothers' education and stratum</i>									
Level of education	Rural Dhaka Division (1,546)	Rural Chittagong Division (1,634)	Rural Rajshahi Division (1,591)	Rural Khulna Division (1,677)	Rural Barisal Division (1,571)	Rural Sylhet Division (1,839)	Metro-palitan cities (1,586)	Municipalities (1,701)	
	Nil	81.1	78.2	80.7	76.1	60.7	83.8	50.5	60.3
I - V	14.4	17.6	14.3	16.7	30.0	12.9	22.6	24.2	
VI - X	4.2	3.9	4.8	7.0	9.0	3.4	23.5	13.0	
XI+	0.3	0.3	0.2	0.2	0.3	0.0	3.3	2.6	
Figures in the parenthesis indicate number of individuals under the survey Source: Education Watch National Literacy Survey (2002)									

(Contd.)

(Contd Annex 5.1)

Annex 5.1.20								
<i>Percentage distribution of the respondents by level of fathers' education and stratum</i>								
Level of education	Rural Dhaka Division (1,546)	Rural Chittagong Division (1,634)	Rural Rajshahi Division (1,591)	Rural Khulna Division (1,677)	Rural Barisal Division (1,571)	Rural Sylhet Division (1,839)	Metro-palitan cities (1,586)	Municipalities (1,701)
Nil	70.0	62.1	64.5	55.6	40.1	65.3	29.8	41.2
I-V	14.9	19.5	17.0	19.9	28.4	21.2	17.0	17.2
VI-X	12.2	15.0	14.0	22.0	25.3	11.3	33.4	30.1
XI+	2.9	3.5	4.4	2.6	6.2	2.3	19.8	11.6

Figures in the parenthesis indicate number of individuals under the survey

Source: Education Watch National Literacy Survey (2002)

Religious affiliation

Of the respondents 84.8 percent were Muslims and 15.2 percent were non-Muslims (Annex 5.1.21). The proportion of non-Muslims in the survey was higher than the reported 2001 national census estimate of 10.4 percent. Gender and urban-rural segregation of data in the survey parallel the overall ratio for Muslims and non-Muslims. However, Division-wise analysis shows that the proportion of non-Muslims were considerably higher in some Divisions-Chittagong (20.4 percent), Khulna (23.2 percent) and Sylhet (21.5 percent), and lower in Dhaka (8.7 percent) (Annex 5.1.22).

Annex 5.1.21									
<i>Percentage distribution of the respondents by religious affiliation, area and sex</i>									
Religion	Rural Bangladesh			Urban Bangladesh			All Bangladesh		
	Females (5,133)	Males (4,725)	Both (9,858)	Females (1,709)	Males (1,578)	Both (3,287)	Females (6,842)	Males (6,303)	Both (13,145)
Muslim	85.0	84.4	84.7	85.2	85.0	85.1	85.1	84.5	84.8
Non-Muslim	15.0	15.6	15.3	14.8	15.0	14.9	14.9	15.5	15.2

Figures in the parenthesis indicate number of individuals under the survey

Source: Education Watch National Literacy Survey (2002)

Annex 3.1.22								
<i>Percentage distribution of the respondents by religious affiliation and stratum</i>								
Religion	Rural Dhaka Division (1,546)	Rural Chittagong Division (1,634)	Rural Rajshahi Division (1,591)	Rural Khulna Division (1,677)	Rural Barisal Division (1,571)	Rural Sylhet Division (1,839)	Metro-palitan cities (1,586)	Municipalities (1,701)
Muslim	90.3	79.6	87.6	76.8	84.2	78.5	85.2	85.1
Non-Muslim	8.7	20.4	12.4	23.2	15.8	21.5	14.8	14.9

Figures in the parenthesis indicate number of individuals under the survey

Source: Education Watch National Literacy Survey (2002)

(Contd.)

(Contd Annex 5.1)

Access to communications media

Respondents' access to three types of communication media was assessed - radio, television and newspaper. The reference period was the week prior to participation in the literacy test. At the national level, 29.2 percent of the respondents heard any radio programme, 36.5 percent saw any programme on television and 13.3 percent read newspaper at least once during the week prior to the test (Annex 5.1.23). Although there was not much variation among the respondents of rural and urban areas regarding access to radio, but access to television and newspaper of urban respondents were considerably higher than their rural counterpart (Annex 5.1.24). The females had less access to each of the communication media than the males. On average, 49.1 percent of the respondents had no access to any of these three media, 28.5 percent had access to any one, 16.8 percent to any two, and 5.6 percent to all the three (Annex 5.1.25). Annex 5.1.26 provides more information on this. Access to communication media was very poor in rural Dhaka and Sylhet divisions, where over 60 percent had no access to any of the three media. The situation was much better in the urban areas especially in the metropolitan cities.

Annex 5.1.23

Percentage of respondents by access to different communications media, area and sex

Communi- cations media	Rural Bangladesh			Urban Bangladesh			All Bangladesh		
	Females (5,133)	Males (4,725)	Both (9,858)	Females (1,709)	Males (1,578)	Both (3,287)	Females (6,842)	Male (6,303)	Both (13,145)
Radio	23.1	35.0	28.8	24.9	37.8	31.1	23.4	35.4	29.2
Television	24.5	35.9	30.0	69.4	73.4	71.3	31.6	41.8	36.5
Newspaper	3.4	15.1	9.0	23.2	50.3	36.2	6.5	20.6	13.3

Figures in the parenthesis indicate number of individuals under the survey

Source: Education Watch National Literacy Survey (2002)

Annex 5.1.24

Percentage of the respondents having access to different communications media by stratum

Communi- cations media	Rural Dhaka Division (1,546)	Rural Chittagong Division (1,634)	Rural Rajshahi Division (1,591)	Rural Khulna Division (1,677)	Rural Barisal Division (1,571)	Rural Sylhet Division (1,839)	Metro- palitan cities (1,586)	Munici- palities (1,701)
Radio	22.8	28.9	33.1	38.3	32.1	18.6	29.9	32.0
Television	28.5	31.2	25.3	41.4	31.4	27.8	78.7	65.7
Newspaper	5.7	8.5	10.9	12.2	11.7	8.2	47.2	27.8

Figures in the parenthesis indicate number of individuals under the survey

Source: Education Watch National Literacy Survey (2002)

(Contd.)

(Contd Annex 5.1)

Annex 5.1.25									
<i>Percentage distribution of the respondents by number of communications media they have access to, area and sex</i>									
Number of media	Rural Bangladesh			Urban Bangladesh			All Bangladesh		
	Females (5,133)	Males (4,725)	Both (9,858)	Females (1,709)	Males (1,578)	Both (3,287)	Females (6,842)	Males (6,303)	Both (13,145)
Nil	62.5	45.5	54.4	25.1	15.9	20.7	56.6	40.9	49.1
One	25.3	30.0	27.6	40.0	26.6	33.6	27.6	29.5	28.5
Two	10.8	17.4	13.9	26.9	37.3	31.9	13.3	20.5	16.8
Three	1.4	7.1	4.1	7.9	20.1	13.7	2.4	9.1	5.6

Figures in the parenthesis indicate number of individuals under the survey

Source: Education Watch National Literacy Survey (2002)

Annex 5.1.26								
<i>Percentage distribution of the respondents by number of communications media they have access to and stratum</i>								
Number of media	Rural Dhaka Division (1,546)	Rural Chittagong Division (1,634)	Rural Rajshahi Division (1,591)	Rural Khulna Division (1,677)	Rural Barisal Division (1,571)	Rural Sylhet Division (1,839)	Metro-politan cities (1,586)	Municipalities (1,701)
	Nil	60.5	52.9	53.2	40.7	52.3	63.9	14.1
One	24.5	29.9	28.9	32.4	25.9	22.1	33.0	34.1
Two	12.7	13.0	13.4	21.0	16.0	9.5	35.9	28.9
Three	2.4	4.2	4.5	5.8	5.8	4.5	17.0	11.2

Figures in the parenthesis indicate number of individuals under the survey

Source: Education Watch National Literacy Survey (2002)

Occupation and income

Occupational information of the respondents was collected under 19 different headings, which were then pooled and presented under eight different categories (Annex 5.1.27). At the national level, occupation of the highest proportion of the respondents was homemaking (36.6 percent), followed by student (18.9 percent), labourer (17.3 percent), salaried worker (8 percent), and agricultural worker (7.3 percent). Nearly 70 percent of the female respondents were homemakers and 18.7 percent were students. Among the males, a third were labourers, 19.2 percent were students, 14.2 percent were salaried workers and 14.8 percent were agricultural workers. Occupational pattern varied between rural and urban respondents. Separate analysis for each stratum is provided in Annex 5.1.28.

Occupation of the respondents was reflected in their monthly income. As more than a half of the respondents were homemakers or students, monthly income data show that 57 percent of the total respondents had no income. This was 83 percent among the females and 28.8 percent among the males. No variation was observed between rural and urban respondents in this regard. Proportion of respondents with no income was higher in Dhaka, Chittagong, and Sylhet divisions, and lower in Rajshahi division. On average, monthly income of the earners was Tk. 2,016, Tk. 2,377 for males and only Tk. 621 for females. Average income of the urban respondents was about double of the rural respondents (Tk. 3,470 vs. Tk. 1,743). The average monthly income was below Tk. 2,000 in each rural stratum, this was Tk. 4,485 among the respondents of metropolitan cities and Tk. 2,724 among the respondents of municipalities. Annexes 5.1.29 and 5.1.30 provide this information in tabular form.

(Contd.)

(Contd. Annex 5.1)

Annex 5.1.27									
Percentage distribution of the respondents by occupation, area and sex									
Occupation	Rural Bangladesh			Urban Bangladesh			All Bangladesh		
	Females (5,133)	Males (4,725)	Both (9,858)	Females (1,709)	Males (1,578)	Both (3,287)	Females (6,842)	Males (6,303)	Both (13,145)
Agriculture	0.4	17.1	8.4	0.0	2.7	1.3	0.3	14.8	7.3
Business	0.1	4.9	2.4	0.2	15.5	7.5	0.1	6.6	3.2
Officer	0.0	0.3	0.2	0.4	5.0	2.6	0.1	1.1	0.6
Service	1.6	12.2	6.7	6.0	24.4	14.8	2.3	14.2	8.0
Labour	2.6	35.5	18.4	3.8	19.8	11.5	2.8	33.0	17.3
Home-making	70.8	1.1	37.4	61.2	1.4	32.6	69.3	1.1	36.6
Student	17.9	18.3	18.1	23.1	23.6	23.3	18.7	19.2	18.9
Others	6.7	10.5	8.5	5.3	7.7	6.4	6.5	10.0	8.2

Figures in the parenthesis indicate number of individuals under the survey

Source: Education Watch National Literacy Survey (2002)

Annex 5.1.28									
Percentage distribution of the respondents by occupation and stratum									
Occupation	Rural Dhaka Division (1,546)	Rural Chittagong Division (1,634)	Rural Rajshahi Division (1,591)	Rural Khulna Division (1,677)	Rural Barisal Division (1,571)	Rural Sylhet Division (1,839)	Metro- palitan cities (1,586)	Munici- palities (1,701)	
	Agriculture	8.2	9.1	8.4	9.1	6.7	7.8	0.2	2.1
Business	2.8	1.3	2.6	2.4	3.0	2.4	8.2	6.9	
Officer	0.2	0.0	0.3	0.2	0.2	0.1	4.0	1.5	
Service	7.6	5.6	6.0	7.2	7.5	6.6	17.6	12.7	
Labour	18.1	14.4	21.8	19.1	15.9	19.5	8.3	13.9	
Home-making	37.0	39.9	56.2	37.3	37.8	35.4	31.0	33.8	
Student	17.3	19.3	18.0	19.0	21.1	13.9	23.2	23.5	
Others	8.7	10.2	6.6	5.7	7.8	14.4	7.6	5.6	

Figures in the parenthesis indicate number of individuals under the survey

Source: Education Watch National Literacy Survey (2002)

(Contd.)

(Contd Annex 5.1)

Annex 5.1.29									
Percentage distribution of the respondents by monthly income, area and sex									
Income (in Taka.)	Rural Bangladesh			Urban Bangladesh			All Bangladesh		
	Females (5,133)	Males (4,725)	Both (9,858)	Females (1,709)	Males (1,578)	Both (3,287)	Females (6,842)	Males (6,303)	Both (13,145)
Nil	83.1	28.8	57.0	82.6	28.9	56.8	83.0	28.8	57.0
1 - 1000	15.5	17.2	16.3	11.5	10.6	11.1	14.9	16.1	15.5
1001 - 2000	0.9	33.4	16.5	2.9	18.8	10.6	1.2	31.1	15.5
2001 -3000	0.3	12.7	6.3	1.0	14.4	7.4	0.5	13.0	6.5
3001+	0.2	7.9	3.9	2.0	27.3	14.1	0.4	11.0	5.5
Mean*	479	2,068	1,743	1,355	4,031	3,470	621	2,377	2,016
* Estimation of mean excludes the non-earners Figures in the parenthesis indicate number of individuals under the survey Source: Education Watch National Literacy Survey (2002)									
Annex 5.1.30									
Percentage distribution of the respondents by monthly income and stratum									
Income (in Taka)	Rural Dhaka Division (1,546)	Rural Chittagong Division (1,634)	Rural Rajshahi Division (1,591)	Rural Khulna Division (1,677)	Rural Barisal Division (1,571)	Rural Sylhet Division (1,839)	Metro- palitan cities (1,586)	Munici- palities (1,701)	
Nil	60.3	62.6	49.7	53.1	58.1	61.0	57.7	56.2	
1 - 1000	10.6	16.2	21.3	19.3	17.3	15.0	7.2	14.0	
1001 - 2000	18.3	12.2	18.9	16.8	13.2	15.1	8.6	12.1	
2001 - 3000	7.5	5.2	6.1	6.4	6.9	4.8	7.8	7.1	
3001+	3.4	3.7	4.0	4.5	4.6	4.2	18.7	10.7	
Mean*	1906	1687	1614	1703	1740	1903	4485	2724	
* Estimation of mean excludes the non-earners Figures in the parenthesis indicate number of individuals under the survey Source: Education Watch National Literacy Survey (2002)									

Annex 5.2. Literacy rate by age, area and sex						
Age	Rural Bangladesh			Urban Bangladesh		
	Females	Males	Both	Females	Males	Both
11 - 14	53.6	51.6	52.6	76.0	77.2	76.6
15 - 19	57.9	64.8	61.0	76.0	82.6	78.9
20 - 24	39.0	58.9	47.5	66.6	78.3	71.4
25 - 29	25.9	42.3	33.1	59.6	69.5	64.0
30 - 34	26.1	36.4	31.0	50.3	67.1	57.7
35 - 39	22.5	29.9	26.1	53.9	64.5	59.2
40 - 44	15.9	32.1	24.3	46.2	67.7	58.0
45 - 49	14.2	35.1	23.8	28.2	70.6	53.2
50 - 54	6.3	37.7	24.0	36.7	66.7	52.1
55 - 59	5.4	28.8	17.5	22.3	61.9	44.0
60 - 64	4.2	36.9	21.2	22.2	53.0	39.2
65 - 69	1.6	29.4	17.4	12.4	55.9	39.2
70 - 74	4.7	19.0	13.2	4.5	51.9	23.4
75 and above	0.9	23.6	14.7	9.0	44.8	27.3

Figures in the parenthesis indicate number of individuals under literacy test
Source: Education Watch National Literacy Survey (2002)

Annex 5.3. Percentage distribution of respondents by different levels of literacy skills and age					
Age	n	Literacy levels			
		Non-literate	Semi-literate	Literate-initial	Literate-advanced
11 - 14	1,911	26.3	17.5	35.4	20.4
15 - 19	1,975	25.1	11.1	33.1	30.7
20 - 24	1,479	38.4	9.9	23.9	27.7
25 - 29	1,329	53.7	8.1	18.4	19.8
30 - 34	1,241	56.1	7.6	17.2	19.1
35 - 39	1,179	61.3	7.1	15.6	16.0
40 - 44	936	63.6	6.1	13.6	16.7
45 - 49	888	65.2	6.5	11.9	16.5
50 - 54	570	65.9	6.7	11.2	16.2
55 - 59	486	72.6	6.7	6.0	14.7
60 - 64	398	72.5	3.7	12.2	11.7
65 - 69	294	74.3	6.3	10.2	9.2
70 - 74	200	80.1	5.6	4.9	9.4
75 and above	259	79.3	4.6	8.3	7.8

Source: Education Watch National Literacy Survey (2002)

Annex 5.4. Percentage distribution of respondents by different levels of literacy skills, age and sex								
Age	Females				Males			
	Non-literate	Semi-literate	Literate-basic	Literate-advanced	Non-literate	Semi-literate	Literate-initial	Literate-advanced
11 - 14	22.6	20.5	40.2	16.7	30.4	14.1	30.0	25.4
15 - 19	26.7	12.6	36.0	24.7	23.1	9.3	29.7	37.9
20 - 24	43.5	12.5	25.3	18.7	31.4	6.4	22.0	40.1
25 - 29	58.4	10.3	18.6	12.8	47.9	5.3	18.1	28.7
30 - 34	58.5	10.4	18.3	12.8	53.3	4.4	15.9	26.4
35 - 39	65.1	7.3	17.6	10.0	57.4	6.9	13.5	22.2
40 - 44	70.4	8.6	13.5	7.5	57.5	3.8	13.8	25.0
45 - 49	75.5	8.7	11.1	4.8	54.1	4.1	12.8	29.0
50 - 54	81.7	8.0	6.3	4.0	53.3	5.8	15.1	25.8
55 - 59	88.3	4.4	4.4	2.9	58.1	8.8	7.5	25.6
60 - 64	90.8	2.5	5.3	1.4	55.9	4.7	18.4	21.0
65 - 69	89.6	7.9	1.6	0.9	62.9	5.1	16.6	15.4
70 - 74	91.3	4.1	4.1	0.5	72.0	6.8	5.4	15.8
74+	93.5	4.5	2.0	0.0	69.7	4.7	12.6	13.0

Source: Education Watch National Literacy Survey (2002)

Annex 5.5. Literacy rate by mothers' and fathers' education					
Mothers' education level	Fathers' education level				Significance
	Nil	Classes I - V	Classes VI - X	Classes X+	
Nil	22.3	51.8	57.8	66.7	p<0.001
Classes I - V	55.7	72.7	85.8	92.8	p<0.001
Classes VI - X	55.8	80.3	88.7	94.9	p<0.001
Classes X+	-	100.0	100.0	98.9	ns
Significance	p<0.001	p<0.001	p<0.001	p<0.001	

ns Not significant at p 0.05

Source: Education Watch National Literacy Survey (2002)

Annex 5.6. Literacy rate by mothers' education, area and sex				
Education level	Sex			Significance
	Females	Males	Both	
Rural Bangladesh				
No education	21.3 (3,664)	34.9 (3,430)	27.9 (7,094)	p<0.001
Classes I - V	67.1 (838)	74.9 (763)	70.7 (1,601)	p<0.001
Classes VI - X	78.8 (276)	88.4 (214)	83.0 (490)	p<0.01
Classes X+	100.0 (12)	100.0 (7)	100.0 (19)	na
Significance	p<0.001	p<0.001	p<0.001	
Urban Bangladesh				
No education	33.1 (893)	52.5 (819)	42.4 (1,712)	p<0.001
Classes I - V	87.2 (373)	91.8 (349)	89.4 (722)	p<0.05
Classes VI - X	92.2 (279)	97.7 (278)	94.9 (557)	p<0.01
Classes X+	97.6 (46)	100.0 (44)	98.8 (90)	ns
Significance	p<0.001	p<0.001	p<0.001	
ns = Not significant at p=0.05, na= not applicable Figures in the parenthesis indicate number of individuals under literacy test Source: Education Watch National Literacy Survey (2002)				

Annex 5.7. Literacy rate by fathers' education, area and sex				
Education level	Sex			Significance
	Females	Males	Both	
Rural Bangladesh				
No education	18.4 (2,623)	28.7 (2,585)	23.6 (5,208)	p<0.001
Classes I - V	49.1 (871)	65.9 (882)	57.3 (1,753)	p<0.001
Classes VI - X	63.5 (795)	78.1 (642)	70.0 (1,437)	p<0.001
Classes X+	81.3 (178)	93.2 (135)	86.4 (313)	p<0.01
Significance	p<0.001	p<0.001	p<0.001	
Urban Bangladesh				
No education	25.3 (562)	39.5 (505)	32.0 (1,067)	p<0.001
Classes I - V	58.7 (230)	81.0 (280)	71.0 (510)	p<0.001
Classes VI - X	82.2 (480)	89.9 (465)	86.0 (947)	p<0.001
Classes X+	95.6 (250)	97.1 (214)	96.3 (464)	ns
Significance	p<0.001	p<0.001	p<0.001	
ns = Not significant at p 0.05 Figures in the parenthesis indicate number of individuals under literacy test Source: Education Watch National Literacy Survey (2002)				

(Contd.)

Annex 5.8. Literacy rate by mothers' education and stratum					
Stratum	Mothers' education level				Significance
	Nil	Classes I-V	Classes VI-X	Classes X+	
Rural Dhaka Division	27.1	71.0	77.0	100.0	p<0.001
Rural Chittagong Division	21.3	67.4	86.4	100.0	p<0.001
Rural Rajshahi Division	29.2	70.8	77.8	100.0	p<0.001
Rural Khulna Division	36.4	75.6	89.3	100.0	p<0.001
Rural Barisal Division	32.6	69.4	92.1	100.0	p<0.001
Rural Sylhet Division	26.4	73.2	81.4	-	p<0.001
Metropolitan cities	46.1	91.7	96.9	100.0	p<0.001
Municipalities	40.0	87.8	92.3	97.6	p<0.001
Significance	p<0.001	p<0.001	p<0.001	ns	

ns = Not significant at p=0.05
Source: Education Watch National Literacy Survey (2002)

Annex 5.9. Literacy rate by fathers' education and stratum					
Stratum	Fathers' education level				Significance
	Nil	Classes I-V	Classes VI-X	Classes X+	
Rural Dhaka Division	24.7	60.6	70.0	82.9	p<0.001
Rural Chittagong Division	17.3	53.6	62.7	92.0	p<0.001
Rural Rajshahi Division	25.3	52.7	68.0	85.7	p<0.001
Rural Khulna Division	28.3	64.9	77.4	89.5	p<0.001
Rural Barisal Division	26.2	57.9	73.9	86.9	p<0.001
Rural Sylhet Division	20.9	58.0	70.5	78.4	p<0.001
Metropolitan cities	32.2	75.8	88.1	98.6	p<0.001
Municipalities	32.0	67.3	84.1	93.3	p<0.001
Significance	p<0.001	p<0.001	p<0.001	p<0.001	

Source: Education Watch National Literacy Survey (2002)

Annex 5.10. Percentage distribution of respondents by different levels of literacy skills and parental education					
Parental education	n	Literacy levels			
		Non-literate	Semi-literate	Literate-initial	Literate-advanced
Mothers' education					
No education	8,806	60.9	9.5	17.4	12.2
Classes I - V	2,323	15.1	10.1	35.2	39.5
Classes VI - X	1,047	7.6	4.6	27.4	60.4
Classes X+	109	0.9	0.0	12.9	86.2
Fathers' education					
No education	6,275	66.8	8.8	15.2	9.2
Classes I - V	2,263	28.9	11.7	31.9	27.5
Classes VI - X	2,384	17.2	8.3	30.5	44.0
Classes X+	777	4.6	4.6	27.5	63.3

Source: Education Watch National Literacy Survey (2002)

Annex 5.11. Percentage distribution of respondents by different levels of literacy skills, parental education and sex								
Parental education	Females				Males			
	Non-literate	Semi-literate	Literate-initial	Literate-advanced	Non-literate	Semi-literate	Literate-initial	Literate-advanced
Mothers' education								
No education	65.9	11.4	17.1	5.6	55.7	7.4	17.7	19.2
Classes I - V	16.1	12.6	42.2	29.0	14.0	7.4	27.2	51.4
Classes VI - X	10.7	5.5	31.8	52.0	3.9	3.6	22.3	70.2
Classes X+	1.5	0.0	15.7	82.7	0.0	0.0	9.3	90.7
Fathers' education								
No education	71.0	9.8	14.9	4.3	62.6	7.7	15.6	14.1
Classes I - V	33.8	15.8	35.2	15.2	24.1	7.5	28.7	39.8
Classes VI - X	21.1	10.4	35.6	32.9	12.5	5.8	24.4	57.3
Classes X+	5.6	6.9	35.2	52.4	3.3	1.7	17.7	77.4

Source: Education Watch National Literacy Survey (2002)

Annex 5.12. Literacy rate by religious affiliation of the respondents and sex				
Religious affiliation	Sex			Significance
	Females	Males	All	
Muslim	35.3 (5,726)	45.5 (5,233)	40.2 (10,959)	p<0.001
Non-Muslim	37.4 (1,116)	58.6 (1,070)	47.8 (2,186)	p<0.001
Significance	ns	p<0.001	p<0.001	

ns = Not significant at p=0.05
Source: Education Watch National Literacy Survey (2002)

Annex 5.13. Literacy rate by religious affiliation of the respondents and area				
Religious affiliation	Area			Significance
	Rural	Urban	All	
Muslim	36.1 (8,161)	62.2 (2,798)	40.2 (10,959)	p<0.001
Non-Muslim	43.5 (1,697)	71.4 (489)	47.8 (2,186)	p<0.001
Significance	p<0.001	p<0.001	p<0.001	

Source: Education Watch National Literacy Survey (2002)

Annex 5.14. Percentage distribution of respondents by different levels of literacy skills and religious affiliation					
Religious affiliation	n	Literacy levels			
		Non-literate	Semi-literate	Literate-initial	Literate-advanced
Muslim	10,959	50.3	9.5	20.7	19.5
Non-Muslim	2,186	44.0	8.3	22.3	25.5

Source: Education Watch National Literacy Survey (2002)

Annex 5.15. Percentage distribution of respondents by different levels of literacy skills, religious affiliation and sex								
Religious affiliation	Females				Males			
	Non-literate	Semi-literate	Literate-initial	Literate-advanced	Non-literate	Semi-literate	Literate-initial	Literate-advanced
Muslim	53.2	11.5	22.6	12.7	47.1	7.4	18.8	26.8
Non-Muslim	52.8	9.8	21.0	16.5	34.7	6.7	23.7	35.0

Source: Education Watch National Literacy Survey (2002)

Annex 5.16. Literacy rate by occupation and sex			
Occupation	Sex		All
	Females	Males	
Agriculture	11.8 (17)	41.3 (832)	40.6 (849)
Business	81.1 (8)	68.7 (478)	68.9 (486)
Service	57.2 (192)	61.3 (1071)	60.7 (1263)
Labour	11.0 (194)	22.0 (1961)	21.0 (2155)
Home-making	27.1 (4657)	43.8 (77)	27.3 (4734)
Student	75.0 (1287)	82.2 (1253)	78.5 (2540)
Others	17.0 (484)	40.1 (622)	30.6 (1106)
Significance	p<0.001	p<0.001	p<0.001

Figures in the parenthesis indicate number of individuals under the survey
Source: Education Watch National Literacy Survey (2002)

Annex 5.17. Literacy rate by occupation and area			
Occupation	Area		All
	Rural	Urban	
Agriculture	40.1 (810)	58.4 (39)	40.6 (849)
Business	61.3 (238)	81.8 (248)	68.9 (486)
Service	54.8 (680)	73.1 (583)	60.7 (1263)
Labour	20.6 (1787)	24.7 (368)	21.0 (2155)
Home-making	23.7 (3669)	49.8 (1065)	27.3 (4734)
Student	74.8 (1774)	93.6 (766)	78.5 (2540)
Others	28.1 (891)	48.2 (215)	30.6 (1106)
Significance	p<0.001	p<0.001	p<0.001

Figures in the parenthesis indicate number of individuals under the survey
Source: Education Watch National Literacy Survey (2002)

Annex 5.18. Percentage distribution of the respondents by occupation and literacy level				
Occupation	Levels of literacy			
	Non-literate	Semi-literate	Literate-initial	Literate-advanced
Agriculture	51.5	7.9	20.9	19.7
Business	25.0	6.1	21.3	47.6
Service	33.0	6.3	19.9	40.8
Labour	72.5	6.5	13.3	7.7
Home-making	62.1	10.6	18.1	9.2
Student	8.9	12.6	36.5	41.9
Others	61.6	7.8	15.0	15.6

Figures in the parenthesis indicate number of individuals under the survey
Source: Education Watch National Literacy Survey (2002)

Annex 5.19. Literacy rate by income and sex			
Income (in Taka)	Sex		All
	Females	Males	
Nil	26.7 (4467)	39.9 (650)	28.4 (5117)
1 - 1000	22.3 (908)	28.8 (990)	25.5 (1898)
1001 - 2000	42.7 (91)	30.4 (1775)	30.9 (1866)
2001 - 3000	42.8 (36)	44.4 (802)	44.3 (838)
3000+	83.8 (40)	72.8(829)	73.3 (869)
Significance	p<0.001	p<0.001	p<0.001

Note: Students were excluded from the analysis
 Figures in the parenthesis indicate number of individuals under the survey
 Source: Education Watch National Literacy Survey (2002)

Annex 5.20. Literacy rate by income and area			
Income (in Taka)	Area		All
	Rural	Urban	
Nil	24.9 (3956)	49.8 (1161)	28.4 (5117)
1 - 1000	24.6 (1584)	33.5 (314)	25.5 (1898)
1001 - 2000	29.1 (1539)	46.9 (327)	30.9 (1866)
2001 - 3000	41.6 (598)	56.8 (240)	44.3 (838)
3000+	65.4 (400)	85.0 (469)	73.3 (869)
Significance	p<0.001	p<0.001	p<0.001

Note: Students were excluded from the analysis
 Figures in the parenthesis indicate number of individuals under the survey
 Source: Education Watch National Literacy Survey (2002)

Annex 5.21. Percentage distribution of the respondents by income and literacy level				
Income (in Taka)	Levels of literacy			
	Non-literate	Semi-literate	Literate-initial	Literate-advanced
Nil	61.4	10.1	18.0	10.4
1 - 1000	65.8	8.7	15.5	10.0
1001 - 2000	61.7	7.3	17.5	13.4
2001 - 3000	50.3	5.3	17.0	27.3
3000+	22.3	4.4	17.5	55.8

Note: Students were excluded from the analysis
 Figures in the parenthesis indicate number of individuals under the survey
 Source: Education Watch National Literacy Survey (2002)

Annex 5.22. Literacy rate by access to different communications media and sex			
Access to different communications media	Sex		All
	Females	Males	
Radio			
Have access	53.9 (1,559)	63.0 (2,258)	59.2 (9,288)
Don't have	30.0 (5,243)	39.1 (4,045)	34.0 (3,857)
Significance	p<0.001	p<0.001	p<0.001
Television			
Have access	61.3 (2,482)	68.1 (2,936)	65.0 (5,418)
Don't have	23.7 (4,360)	32.9 (3,367)	27.7 (7,727)
Significance	p<0.001	p<0.001	p<0.001
Newspaper			
Have access	96.0 (596)	98.3 (1,565)	97.7 (2,161)
Don't have	31.4 (6,246)	34.4 (4,738)	32.7 (10,984)
Significance	p<0.001	p<0.001	p<0.001

Figures in the parenthesis indicate number of individuals under the survey
Source: Education Watch National Literacy Survey (2002)

Annex 5.23. Literacy rate by access to different communications media and area			
Access to different communications media	Area		All
	Rural	Urban	
Radio			
Have access	56.4 (2,838)	73.1 (1,019)	59.2 (3,857)
Don't have	29.4 (7,020)	59.3 (2,268)	34.0 (9,288)
Significance	p<0.001	p<0.001	p<0.001
Television			
Have access	60.4 (3,052)	75.2 (2,366)	65.0 (5,418)
Don't have	27.2 (6,806)	34.6 (921)	27.7 (7,727)
Significance	p<0.001	p<0.001	p<0.001
Newspaper			
Have access	97.3 (940)	98.3 (1,221)	97.7 (2,161)
Don't have	31.2 (8,918)	43.9 (2,066)	32.7 (10,984)
Significance	p<0.001	p<0.001	p<0.001

Figures in the parenthesis indicate number of individuals under the survey
Source: Education Watch National Literacy Survey (2002)

Annex 5.24. Literacy rate of the respondents by number of communications media they have access to and sex			
Number of media	Sex		All
	Females	Males	
Nil	19.9 (3,622)	24.1 (2,366)	21.6 (5,988)
One	46.4 (1,982)	45.2 (1,806)	45.8 (3,788)
Two	69.0 (1,019)	75.1 (1,440)	72.5 (2,459)
Three	97.0 (219)	98.5 (691)	98.2 (910)
Significance	p<0.001	p<0.001	p<0.001

Figures in the parenthesis indicate number of individuals under the survey
Source: Education Watch National Literacy Survey (2002)

Annex 5.25. Literacy rate of the respondents by number of communications media they have access to and area			
Number of media	Area		All
	Rural	Urban	
Nil	21.3 (5,325)	25.5 (663)	21.6 (5,988)
One	43.9 (2,685)	54.0 (1,103)	45.8 (3,788)
Two	67.9 (1,399)	83.4 (1,060)	72.5 (2,459)
Three	98.0 (449)	98.6 (461)	98.2 (910)
Significance	p<0.001	p<0.001	p<0.001

Figures in the parenthesis indicate number of individuals under the survey
Source: Education Watch National Literacy Survey (2002)

Annex 5.26. Percentage distribution of the respondents by number of communications media they have access to and literacy level					
Number of media	n	Levels of literacy			
		Non-literate	Semi-literate	literate-initial	Literate-advanced
Nil	5,988	68.3	10.1	15.2	6.3
One	3,788	43.5	10.7	26.8	19.0
Two	2,459	20.2	7.3	27.5	45.1
Three	910	0.2	1.7	22.4	75.8

Source: Education Watch National Literacy Survey (2002)

Annex 5.27. Village/mahallah level analysis of literacy rate by stratum						
Stratum	Literacy (10+ years)			Adult literacy (14+ years)		
	Minimum	Maximum	Range	Minimum	Maximum	Range
Rural Dhaka Division	8.0	61.2	53.2	8.0	57.8	49.8
Rural Chittagong Division	3.3	60.3	57.0	3.9	57.1	53.2
Rural Rajshahi Division	2.0	64.8	62.8	2.2	64.0	61.8
Rural Khulna Division	22.9	72.4	49.5	19.4	71.7	52.3
Rural Barisal Division	10.0	73.6	63.6	9.8	70.8	61.0
Rural Sylhet Division	0.0	68.9	68.9	0.0	68.1	68.1
Metropolitan cities	7.3	93.8	86.5	5.4	95.0	89.6
Municipalities	26.7	91.4	64.7	23.1	90.7	67.6
All	0.0	93.8	93.8	0.0	95.0	95.0

Source: Education Watch National Literacy Survey (2002)

Annex 5.28. Distribution of villages/mahallahs under study by literacy rate						
Literacy rate	Literacy (10+ years)			Adult literacy (14+ years)		
	Number	Percentage	Cumulative %	Number	Percentage	Cumulative%
0 -10	8	3.3	3.3	11	4.6	4.6
10.01 - 20.0	21	8.8	12.1	26	10.8	15.4
20.01 - 30.0	29	12.1	24.2	34	14.2	29.6
30.01 - 40.0	54	22.5	46.7	52	21.7	51.3
40.01 - 50.0	34	14.2	60.8	40	16.7	67.9
50.01 - 60.0	36	15.0	75.8	24	10.0	77.9
60.01 - 70.0	31	12.9	88.8	30	12.5	90.4
70.01 - 80.0	14	5.8	94.6	10	4.2	94.6
80.01 - 90.0	11	4.6	99.2	9	3.8	98.3
90.01 - 100.0	2	0.8	100.0	4	1.7	100.0

Source: Education Watch National Literacy Survey (2002)

Annex 5.29. Percentage distribution of elderly population by different levels of literacy skills and sex					
Sex/Area	n	Literacy levels			
		Non-literate	Semi-literate	Literate-initial	Literate-advanced
Sex					
Female	514	91.1	4.5	3.5	0.8
Male	637	64.0	5.2	14.2	16.7
Area					
Rural	937	78.0	4.7	9.0	8.3
Urban	214	59.3	6.4	13.4	20.9
All	1,151	75.8	4.9	9.5	9.8
<i>Source: Education Watch National Literacy Survey (2002)</i>					

Annex 5.30. Literacy rate by sex of household head and sex of respondents				
Sex of household head	Sex of respondents			Significance
	Female	Male	Both	
Female headed	35.6 (702)	48.9 (328)	39.7 (1,030)	p<0.001
Male headed	35.6 (6,140)	47.5 (5,975)	41.5 (12,115)	p<0.001
Significance	na	ns	ns	
ns Not significant at p=0.05; na = not applicable Figures in the parenthesis indicate number of individuals under literacy test <i>Source: Education Watch National Literacy Survey (2002)</i>				

Annex 5.31. Percentage distribution of respondents by literacy levels and sex of household head					
Household type	n	Literacy levels			
		Non-literate	Semi-literate	Literate-initial	Literate-advanced
Female headed	1,030	49.4	9.1	20.7	20.8
Male headed	12,115	48.2	12.1	24.8	14.9
<i>Source: Education Watch National Literacy Survey (2002)</i>					

Annex 5.32. Percentage distribution of respondents by Literacy levels, sex of household head and sex of respondent								
Household type	Females				Males			
	Non-literate	Semi-literate	Literate-initial	Literate-advanced	Non-literate	Semi-literate	Literate-initial	Literate-advanced
Female headed	53.3	11.1	22.0	13.6	45.5	7.0	19.3	28.2
Male headed	52.1	12.3	25.0	10.6	39.5	11.6	24.4	24.5

Source: Education Watch National Literacy Survey (2002)

Annex 5.33. Percentage distribution of respondents by literacy levels, sex of household head and area								
Household type	Females				Males			
	Non-literate	Semi-literate	Literate-initial	Literate-advanced	Non-literate	Semi-literate	Literate-initial	Literate-advanced
Rural Bangladesh								
Female headed	56.9	11.7	21.2	10.2	49.2	7.6	19.3	23.9
Male headed	54.4	12.7	24.5	8.5	42.4	12.9	24.4	20.3
Urban Bangladesh								
Female headed	34.4	8.1	26.3	31.3	25.3	4.0	19.2	51.5
Male headed	39.3	10.1	27.8	22.8	22.6	4.0	24.9	48.5

Source: Education Watch National Literacy Survey (2002)

Annex 5.34. Literacy rate by distance of upazila town from village/mahallah					
Distance of upazila town (in Km.)	Females	Males	Rural	Urban	All
0 - 5.0	46.7	59.3	43.1	64.0	52.7
5.1 -10.0	33.4	42.8	37.4	66.0	37.8
10.1 - 15.0	28.6	45.9	37.2	-	37.2
15.0+	25.0	37.6	31.2	-	31.2
Significance	p<0.001	p<0.001	p<0.001	ns	p<0.001

ns = Not significant at p=0.05
Source: Education Watch National Literacy Survey (2002)

Annex 5.35. Literacy rate by distance of market place from village/mahallah					
Distance of market place (in Km.)	Females	Males	Rural	Urban	All
Nil	40.3	51.7	37.6	63.4	45.6
0.5 - 4.0	33.8	46.8	37.9	63.1	40.1
4.0+	25.8	32.1	27.2	66.7	28.9
Significance	p<0.001	p<0.001	p<0.01	ns	p<0.001

ns Not significant at p 0.05
Source: Education Watch National Literacy Survey (2002)

Annex 5.36. Literacy rate by road communication system in the village/mahallah and sex				
Road communication system	Sex			Significance
	Females	Males	All	
<i>Pakka</i>	46.4 (2,796)	59.4 (2,552)	52.5 (5,348)	p<0.001
<i>Kancha</i>	29.9 (3,996)	41.4 (3,692)	35.5 (7,688)	p<0.001
Significance	p<0.001	p<0.001	p<0.001	

Figures in the parenthesis indicate number of individuals under literacy test
Source: Education Watch National Literacy Survey (2002)

Annex 5.37. Literacy rate by presence of NGO in the village/mahallah and sex				
Presence of NGO	Sex			Significance
	Females	Males	All	
Present	35.0 (5,812)	47.7 (5,319)	41.1 (11,131)	p<0.001
Absent	38.9 (980)	45.9 (925)	42.2 (1,905)	p<0.01
Significance	p<0.05	ns	ns	

ns Not significant at p=0.05
Figures in the parenthesis indicate number of individuals under literacy test
Source: Education Watch National Literacy Survey (2002)

Annex 6.1. Percentage distribution of respondents by levels of literacy skills, current enrolment status and sex						
Literacy levels	Females			Males		
	Currently enrolled (1,310)	Dropped out (2,882)	Never enrolled (2,650)	Currently enrolled (1,284)	Dropped out (3,117)	Never enrolled (1,902)
Non-literate	9.4	26.5	99.2	8.3	22.1	98.5
Semi-literate	15.2	20.1	0.7	9.4	11.0	0.9
Literate	75.4	53.4	0.1	82.3	66.9	0.5
Initial	42.9	35.5	0.1	29.2	29.1	0.5
Advanced	32.5	17.9	0.0	53.1	37.8	0.0

Figures in the parenthesis indicate number of individuals under the survey
Source: Education Watch National Literacy Survey (2002)

Annex 6.2. Percentage distribution of respondents by levels of literacy skills, current enrolment status and area						
Literacy levels	Rural Bangladesh			Urban Bangladesh		
	Currently enrolled (1,806)	Dropped out (4,238)	Never enrolled (3,814)	Currently enrolled (788)	Dropped out (1,761)	Never enrolled (738)
Non-literate	10.6	26.7	98.9	1.8	14.0	98.7
Semi-literate	14.2	16.9	0.8	4.6	9.1	1.0
Literate	75.1	56.4	0.3	93.6	76.9	0.3
Initial	38.7	32.4	0.3	25.9	31.5	0.3
Advanced	36.4	24.0	0.0	67.7	45.4	0.0

Figures in the parenthesis indicate number of individuals under the survey
Source: Education Watch National Literacy Survey (2002)

Annex 6.3. Literacy rate by current enrolment status and stratum			
Stratum	Current enrolment status		
	Currently enrolled	Dropped out	Never enrolled
Rural Dhaka Division	75.4 (276)	57.0 (589)	0.0 (681)
Rural Chittagong Division	61.6 (318)	50.9 (648)	0.1 (668)
Rural Rajshahi Division	82.1 (291)	55.3 (633)	0.4 (667)
Rural Khulna Division	81.3 (320)	63.1 (799)	0.7 (558)
Rural Barisal Division	80.6 (340)	56.5 (839)	0.3 (392)
Rural Sylhet Division	70.9 (261)	58.5 (730)	0.7 (848)
Metropolitan cities	97.1 (378)	84.0 (875)	0.3 (333)
Municipalities	91.0 (410)	71.1 (886)	0.2 (405)
Significance	p<0.001	p<0.001	ns
Rural Bangladesh	75.1 (1,806)	56.4 (4,238)	0.3 (3,814)
Urban Bangladesh	93.6 (788)	76.9 (1,761)	0.3 (738)
Significance	p<0.001	p<0.001	ns

ns= Not significant at p=0.05
 Figures in the parenthesis indicate number of individuals under the survey
 Source: Education Watch National Literacy Survey (2002)

Annex 6.4. Literacy rate of currently enrolled respondents by years of schooling completed							
Years of schooling	Sex			Area			All
	Females	Males	Diff (F-M)	Rural	Urban	Diff. (R-U)	
Nil	0.0	0.0	-	0.0	0.0	-	0.0
I	11.1	12.1	- 1.0	10.0	29.7	- 19.7	11.6
II	24.3	31.2	- 6.9	25.0	49.6	- 14.6	27.2
III	38.2	53.4	- 15.2	41.9	77.3	- 35.4	46.2
IV	61.8	72.4	- 10.6	63.2	88.1	- 24.9	66.0
V	80.9	84.8	- 3.9	80.4	93.2	- 12.8	82.8
VI	87.9	96.0	- 8.1	89.7	98.6	- 8.9	91.3
VII	94.0	100.0	- 6.0	96.2	98.1	- 1.9	96.5
VIII	86.2	96.6	- 10.4	88.9	97.2	- 8.3	90.8
IX	96.4	97.6	- 1.2	96.6	98.9	- 2.3	97.0
X+	100.0	99.6	0.4	100.0	99.7	0.3	99.8

Figures in the parenthesis indicate number of individuals under the survey
 Source: Education Watch National Literacy Survey (2002)

Annex 6.5. Literacy rate of dropped out respondents by years of schooling completed							
Years of schooling	Sex			Area			All
	Females	Males	Diff (F-M)	Rural	Urban	Diff. (R-U)	
Nil	2.0	2.8	- 0.8	2.1	4.7	- 2.6	2.4
I	3.3	9.8	- 6.5	7.3	5.6	1.7	7.1
II	6.4	14.8	- 8.2	10.4	11.4	- 1.0	10.6
III	15.1	29.0	- 13.9	20.6	32.5	- 11.9	22.2
IV	30.1	53.6	- 23.5	38.6	54.9	- 16.3	40.6
V	51.2	70.9	- 29.7	57.0	76.4	- 19.4	59.6
VI	75.5	89.2	- 13.7	81.9	82.2	- 0.3	82.0
VII	83.6	92.5	- 8.9	86.8	92.0	- 5.2	87.7
VIII	91.8	96.0	- 4.2	93.9	94.3	- 0.4	94.0
IX	92.1	96.9	- 4.8	93.9	97.2	- 3.3	94.6
X+	99.0	99.2	- 0.2	99.5	98.7	0.8	99.2

Figures in the parenthesis indicate number of individuals under the survey
Source: Education Watch National Literacy Survey (2002)

Annex 6.6. Percentage distribution of the currently enrolled respondents by years of schooling completed and levels of literacy skills				
Years of schooling	Literacy levels			
	Non-literate	Semi-literate	Literate-initial	Literate-advanced
Nil	76.1	23.9	0.0	0.0
I	57.7	30.7	11.6	0.0
II	34.6	38.2	26.5	0.7
III	24.6	29.9	39.1	7.1
IV	10.0	23.9	48.9	17.1
V	4.2	13.0	51.9	30.9
VI	1.7	7.0	51.9	39.4
VII	0.4	3.1	52.8	43.7
VIII	0.2	9.0	29.4	61.3
IX	0.4	2.6	33.7	63.4
X+	0.0	0.1	13.1	86.8

Source: Education Watch National Literacy Survey (2002)

Annex 6.7. Percentage distribution of the dropped out respondents by years of schooling completed and levels of literacy skills				
Years of schooling	Literacy levels			
	Non-literate	Semi-literate	Literate-initial	Literate-advanced
Nil	92.4	5.2	2.4	0.0
I	80.2	12.8	5.2	1.9
II	68.6	20.9	10.0	0.6
III	45.2	32.7	18.3	3.9
IV	27.3	32.0	35.5	5.1
V	13.1	27.3	46.6	13.0
VI	2.6	15.4	63.3	18.7
VII	1.7	10.6	55.1	32.6
VIII	1.2	4.8	54.4	39.5
IX	1.1	4.3	41.3	53.3
X+	0.4	0.4	17.1	82.1

Source: Education Watch National Literacy Survey (2002)

Annex 6.8. Advanced literacy rate of the dropped out respondents by years of schooling completed and years elapsed after leaving school								
Years of schooling	Years elapsed after leaving school						All	Significance.
	0 - 5	6 - 10	11 - 15	16 - 20	21 - 25	26+		
Nil - I	4.0	0.0	0.0	0.0	0.0	1.2	0.8	ns
II - III	1.5	0.0	0.0	0.4	1.4	4.4	2.0	p<0.01
IV - V	6.6	7.5	6.8	9.1	8.2	17.4	10.2	p<0.001
VI - VII	22.6	21.8	25.4	26.2	37.6	33.7	26.4	ns
VIII - IX	35.1	49.9	48.4	49.0	69.1	59.1	48.8	p<0.001
X+	80.6	80.4	83.2	83.4	78.2	85.8	82.1	ns
All	30.2	28.1	27.3	26.6	29.2	27.6	28.2	ns
Significance	p<0.001	p<0.001	p<0.001	p<0.001	p<0.001	p<0.001	p<0.001	

ns= Not significant at p=0.05
Source: Education Watch National Literacy Survey (2002)

Annex 6.9. Advanced literacy rate of the currently enrolled students of primary level educational institutions by school type and grade of enrolment					
School type	Grade of enrolment			All	Significance
	I	II - III	IV - V		
Government primary	0.0 (41)	5.4 (215)	17.2(207)	10.3 (463)	p<0.001
Non-government primary	0.0 (19)	3.4 (65)	23.6 (52)	9.1 (136)	p<0.001
Non-formal primary	0.0 (19)	0.0 (17)	34.9 (21)	12.8 (57)	p<0.001
Ebtedayee madrassa	0.0 (6)	0.0 (26)	4.2 (43)	2.4 (75)	ns
All	0.0 (85)	4.1 (323)	17.8 (323)	9.5 (731)	p<0.001
Significance	ns	ns	p<0.01	ns	

ns= Not significant at p=0.05
 Figures in the parenthesis indicate number of individuals under the survey
 Source: Education Watch National Literacy Survey (2002)

Annex 6.10. Advanced literacy rate of the respondents dropped out from the primary level educational institutions by school type and grade passed					
School type	Grade passed			All	Significance
	Nil - I	II - III	IV - V		
Government primary	0.6 (517)	2.2 (723)	9.8 (1,224)	5.6 (2,464)	p<0.001
Non-government primary	0.0 (76)	0.0 (92)	9.8 (134)	4.2 (302)	p<0.001
Non-formal primary	0.0 (8)	0.0 (24)	0.0 (17)	0.0 (49)	na
Ebtedayee madrassa	0.0 (8)	7.8 (19)	11.7 (24)	7.9 (51)	ns
All	0.5 (609)	2.0 (858)	9.7 (1,399)	5.4 (2,866)	p<0.001
Significance	ns	ns	ns	ns	

ns= Not significant at p=0.05
 Figures in the parenthesis indicate number of individuals under the survey
 Source: Education Watch National Literacy Survey (2002)

Annex 6.11. Advanced literacy rate of the respondents who dropped out from government primary schools after completing different levels of education by grade and years elapsed after leaving school								
Grade	Years elapsed after leaving school						All	Significance
	0 - 5	6 -10	11-15	16 -20	21- 25	26+		
Nil -I	0.0	0.0	0.0	0.0	0.0	1.4	0.6	ns
II -III	2.0	0.0	0.0	0.0	1.7	5.0	2.2	p<0.01
IV - V	6.0	7.5	5.5	8.2	9.6	16.7	9.9	p<0.001
All	4.4 (365)	4.0 (377)	3.1 (302)	3.3 (309)	5.5 (250)	8.9 (849)	5.6 (2,452)	p<0.001
Significance	ns	p<0.01	p<0.05	p<0.001	p<0.05	p<0.001	p<0.001	

ns= Not significant at p= 0.05
 Figures in the parenthesis indicate number of individuals under the survey
 Source: Education Watch National Literacy Survey (2002)

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Education Watch is a civil society initiative to monitor basic and primary education status in the country, disseminate the findings and promote dialogue in this respect. This is the fourth report of this initiative. Previous three reports covered different aspects of primary education in Bangladesh - internal efficiency, learning achievement of students, teacher education, private cost of schooling and school budgets. The *Education Watch 2002* turns to another aspect of basic education, *Literacy*.

The International Literacy Decade (2003-2012) begins this year with the motto "Literacy as Freedom". The reality is that more than 800 million people in the globe and almost sixty percent of the people in Bangladesh do not know this freedom. There is confusion in Bangladesh about the literacy status of the people, although it is recognised as a right and the key to sustainable development. This is the first time in Bangladesh an attempt has been made to assess the state of literacy through administering a literacy test to a nationwide randomly selected sample. Another feature of this study is that literacy has been viewed as a continuous phenomenon and measured at four levels, viz., *non-literate*, *semi-literate*, *literate at the initial level* and *literate at the advanced level*, instead of applying a dichotomous classification of literate and illiterate. It is expected that this exercise would end the confusion about the literacy status of the population and serve as a baseline for future planning for literacy, continuing, nonformal and primary education programmes.

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