



# **Education Scenario in Bangladesh: Gender Perspective**



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Bangladesh Bureau of Statistics  
UCEP Bangladesh  
Diakonia Bangladesh

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## Executive Summary

Reliable statistics broken down by sex are fundamental for evidence-based information in decision making, planning and monitoring, nationally and globally in the work for a more gender equal society. It highlights the conditions for both women and men, girls and boys. In the Sustainable Development Goals the importance of gender statistics is therefore particularly emphasized. The outcome of the UN 4th world conference on women, Beijing Platform for Action, states that governments shall ensure regular production of a statistical publication on gender that presents and interprets topical data on women and men in a form suitable for a wide range of non-technical users. The Swedish International Development Cooperation Agency (Sida) offered advanced International Training Program (ITP) of strategic importance to the social and economic development in five participating countries Bangladesh, Rwanda, Tanzania, Uganda and Palestine in 2016 for eleven months which was long divided into three compulsory phases. The program was organized by Statistics Sweden in collaboration with national and international experts with extensive experience in their respective fields. Participants were engaged in an intensive program of lectures, study visits, exercises, and skills development covering various topics of the training program.

The central component of the program was the participants' joint change project as well as the own change projects. The participants were assigned to select their project depending on the socio-economic priority of their respective country. Each group of participants was assigned a mentor for guidance. The participants from Bangladesh had their project on "Education scenario in Bangladesh: Gender perspective". Five participants from Bangladesh participated in the program. Three officials from Bangladesh Bureau of Statistics and Statistics and Informatics Division and two officials from two renowned NGOs of Bangladesh, namely Diakonia and UCEP participated in the program.

Around thirty percent of the total population of Bangladesh is under age fifteen. This population constitutes school age group. Moreover, they are the future generation of the country. In addition to this, proper education to all ensures to empower girls and to promote gender equality. So Bangladesh group tried to find out the gaps between male and female in different level of education through their change project. The report also provided general population characteristics related to education. There are also initiatives to correlate violence against women and the consequences of it to education.

The report mainly used secondary data from BBS and BANBEIS. Most of the tables reveal information from these sources. But there were also limitations for analyzing every pros and cons of the situation which provides thoughts for the future research.





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# Glossary

## **Adolescent**

According to the labour law of Bangladesh, any person aged between 15 to 18 years is considered as adolescent.

## **Age-specific marital fertility rates (ASMFR)**

ASMFR for married women are ordinary or regular fertility rates weighted by the proportion of women who are married.

## **Children**

UNICEF definition of children is anyone below 18 years and the government of Bangladesh has also accepted this definition.

## **Completion rate**

The percentage of students enrolled at the beginning grade/year of the level of education who finished or graduated from the final grade/year at the end of the required number of years of that level of education.

## **Dropout rate**

Refers to the percentage of students for any reason leave educational institutions (in any given grade or level) and did not come back to finish the grade or level during that school year to the total number of students enrolled during the previous school year.

## **Enrolment**

Number of students officially enrolled in a given grade or level of education regardless of age.

## **Gross enrolment rate**

Refers to the total enrolment of students in a grade or level of education, regardless of age, expressed as percentage of the corresponding eligible official age – group population in a given school year.

## **Net enrolment rate**

Refers to the number of students enrolled in the official age – group expressed as a percentage of the total population in that age group.

## **Primary education**

In the education system, the first one is the primary education which incorporates grade 1 to 5 and the average age level of the group is from 6 to 10/11.

## **School age population**

Population of the age group theoretically corresponding to a given level of education as indicated by theoretical entrance age and duration e.g. the population from ages four to thirty inclusive regardless of the existing requirements of compulsory education or the period of education provided for in various types of schools

## **Secondary education**

The second one is the secondary level which covers grade 6 to 10 and the average age of this group is from 11 – 16. In the secondary level there are two parts. One is lower secondary which includes grade 6 to 8 and another one is secondary that covers grade 9 and 10.

## **Upper secondary**

The Upper Secondary level consists of grades 11 and 12 and the average age of the group above 15. If a student wishes to pursue further studies, tertiary education institutions are available. Students can choose to further studies in engineering, technology, agriculture and medicine at a variety of universities and colleges after the higher upper education.

## **Youth**

Youth is best understood as a period of transition from the dependence of childhood to adulthood's independence. That's why, as a category, youth is more fluid than other fixed age-groups. The United Nations, for statistical purposes defines 'youth' as those persons between the ages of 15 and 24 year and Children as those persons under the age of 15.



## Chapter 1: Population in Bangladesh

This chapter contains population scenario of Bangladesh as well as some basic features about education system in Bangladesh. The country emerged as an independent and sovereign country in 1971. It is one of the largest delta of the world with a total area of 147,570 sq. km. Bangladesh has a population about 158.90 million (as on 1<sup>st</sup> July, 2015) making it one of the densely populated countries in the world. The sex ratio which reflects the difference in number between women and men (M/F\*100) is 100.30 in 2015. The age sex composition of population is described in table 1.1. The age distribution shows that less than one third of the population (30.80%) is less than 15 years of age. People aged 65 years and over constitute 5.10 percent of the total population.

### 1.1 Population Pyramid

**Table 1.1: Percentage and sex distribution of Bangladesh population by age, 2011**

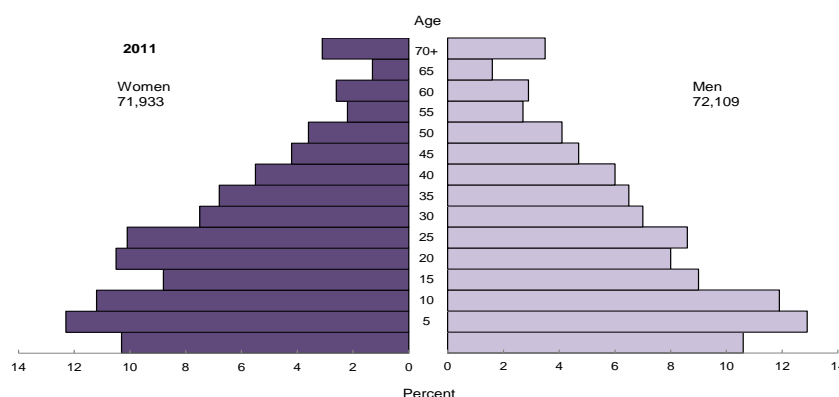
Age group	Female	Male	Female	Male
	Percentage distribution		Sex distribution	
0-4	10.3	10.6	49.3	50.7
5-9	12.3	12.9	48.8	51.2
10-14	11.2	11.9	48.5	51.5
15-19	8.8	9.0	49.4	50.6
20-24	10.5	8.0	56.8	43.2
25-29	10.1	8.6	54.0	46.0
30-34	7.5	7.0	51.7	48.3
35-39	6.8	6.5	51.1	48.9
40-44	5.5	6.0	47.8	52.2
45-49	4.2	4.7	47.2	52.8
50-54	3.6	4.1	46.8	53.2
55-59	2.2	2.7	44.9	55.1
60-64	2.6	2.9	47.3	52.7
65-69	1.3	1.6	44.8	55.2
70+	3.1	3.5	47.0	53.0
<15	30.2	31.3	49.1	50.9
15-64	65.5	63.6	50.7	49.3
65+	4.3	5.1	45.7	54.3
Total	100.0	100.0		
Total (in million)	7.19	7.21		

Source: Population and Housing Census, 2011

The age-sex structure of the population by 5 year age groups is displayed by the population pyramid in Figure 1.1.1

**Figure 1.1.1: Age-sex structure of the population by 5 year age groups, in percent, 2011**

Numbers in 1 000s and percentage of all women and men



Source: Population and Housing Census, 2011, BBS

## 1.2. Education system in Bangladesh

The education system of Bangladesh is mainly divided into three levels (i) Primary (Grade 1 to 5) (ii) Secondary (grade 6 to 12) and (iii) Higher Secondary. Besides there are some private institutions providing English medium education. They offer 'O' level and 'A' level courses. The age for entering primary education is 6 year where lower secondary, secondary and upper secondary is 11-13, 14-15, 16-17 years respectively. The highest allocation in the national budget for education exposes that Government of Bangladesh is very much keen for human resources and development through education. Bangladesh has also Madrasa system of education which emphasizes on Arabic medium Islam-based education. The system is supervised by the Madrasa Board of the country.

Primary level education is provided under two major institutional arrangements (stream)-general and madrasa, while secondary education has three major streams: general, technical-vocational and madrasa. Higher education, likewise, has 3 streams: general (inclusive of pure and applied science, arts, business and social science), madrasa and technology education.

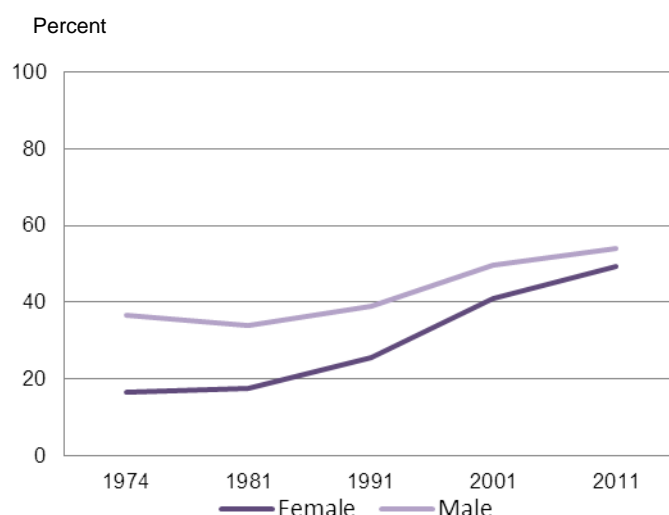
Technology education in its turn includes agriculture, engineering, medical, textile, leather technology and ICT. Madrasas functional parallel to the three major stages, have similar core courses as in the general stream (primary, secondary and post-secondary) but have additional emphasis on religious studies.

**Table 1.2: Literacy rate of population 7 years and above 1974-2011**

Year	Female	Male
1974	16.43	36.62
1981	17.52	33.84
1991	25.45	38.90
2001	40.83	49.56
2011	49.40	54.10

Source: Population and Housing Census, 2011 & 2001

**Figure 1.2.1: Literacy rate of population 7 years and above 1974-2011**



Source: Population and Housing Census, 2011 & 2001, BBS

It is revealed from the data that female's literacy rate is lower than the males for the last thirty seven years. But both males and females literacy situation is improving and the gap between males and females are decreasing.



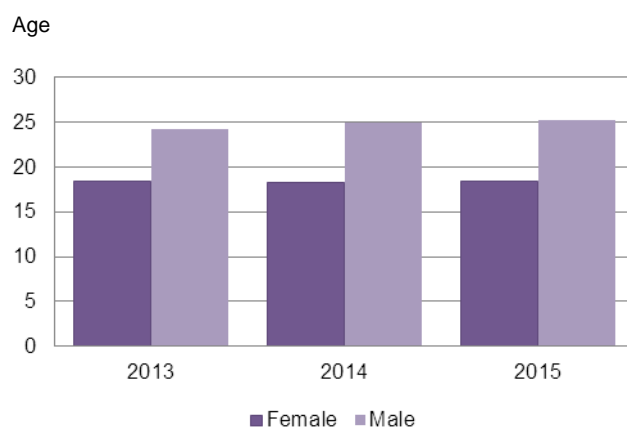
### 1.3 Age at first marriage

**Table 1.3: Mean age at first marriage 2013 – 2015**

Year	Female	Male
2013	18.40	24.30
2014	18.30	24.90
2015	18.40	25.30

Source: SVRS, 2016, BBS

**Figure 1.3.1: Mean age at first marriage 2013 – 2015**



Source: SVRS , 2016, BBS

The mean age at first marriage for the girls always happens at a lower age than boys. The figure shows that the mean ages for girls are around 18 years where the boys are between 24 and 25. This is the clear indication that the girls became engaged in family life in a lower age comparing with the boys.

## 1.4 Employed population in Bangladesh (in million)

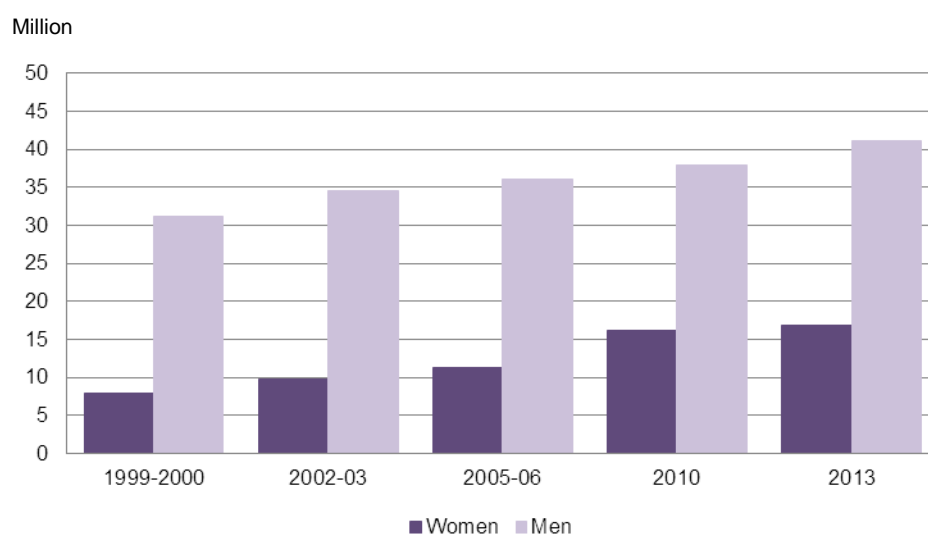
**Table 1.4: Employed population in Bangladesh (in million)**

Year	Women	Men
1999-2000	7.90	31.10
2002-03	9.80	34.50
2005-06	11.30	36.10
2010	16.20	37.90
2013	16.80	41.20

Source: Labour Force Survey, BBS

Employment size of Bangladesh is increasing over time. But the number of employed women increased more than doubled by 13 years. It was 7.90 million in 1999-2000 and reached to 16.80 million in 2013. The number of employed men was 31.10 million in 1999-2000 and reached to 41.20 million in 2013.

**Figure 1.4.1 Employed populations in Bangladesh (in million)**



Source: Labour Force Survey, BBS

## Chapter 2: Primary Education

In this chapter, statistics on enrolment, pass rate, overall and grade wise dropout rate, reason for dropout, and sex distribution of teachers will be shown. This section will also be covered in primary schools education only. Primary education is one of the basic right of any children in all countries of the world and government is the responsible body to ensure the free access for education to all children. As it is an entry level in the education system of Bangladesh it is very important to compare primary education for girls and boys.

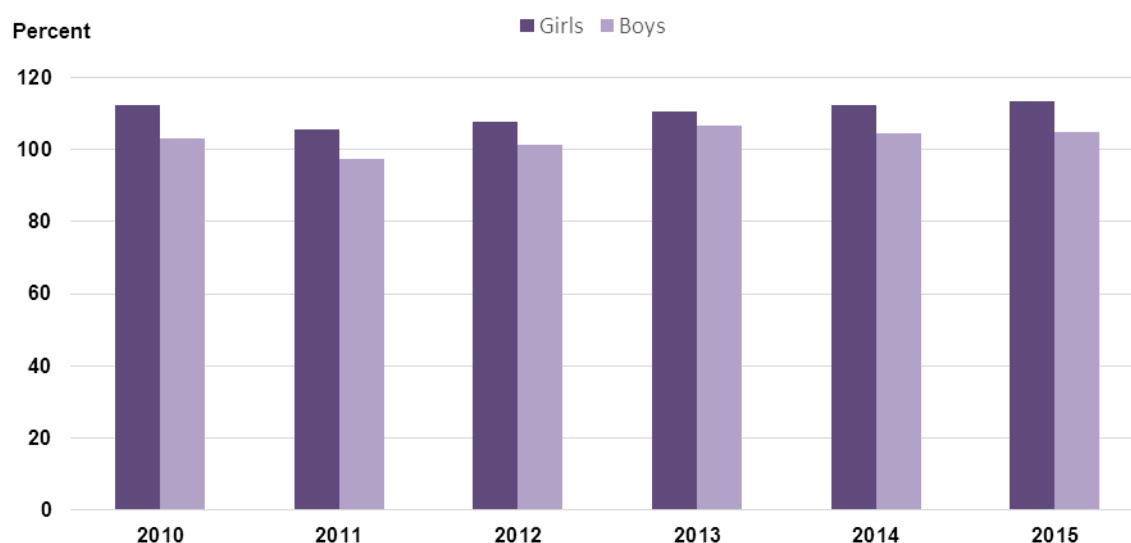
### 2.1 Gross and Net enrolment Rate

Table 2.1: Gross and Net enrolment rate 2010 – 2015

Year	GER (%)		NER (%)	
	Boys	Girls	Boys	Girls
2010	103.2	112.4	92.2	97.6
2011	97.5	105.6	92.7	97.3
2012	101.3	107.6	95.4	98.1
2013	106.8	110.5	96.2	98.4
2014	104.6	112.3	96.6	98.8
2015	105.0	113.4	97.1	98.8

Source: BANBEIS Report 2015

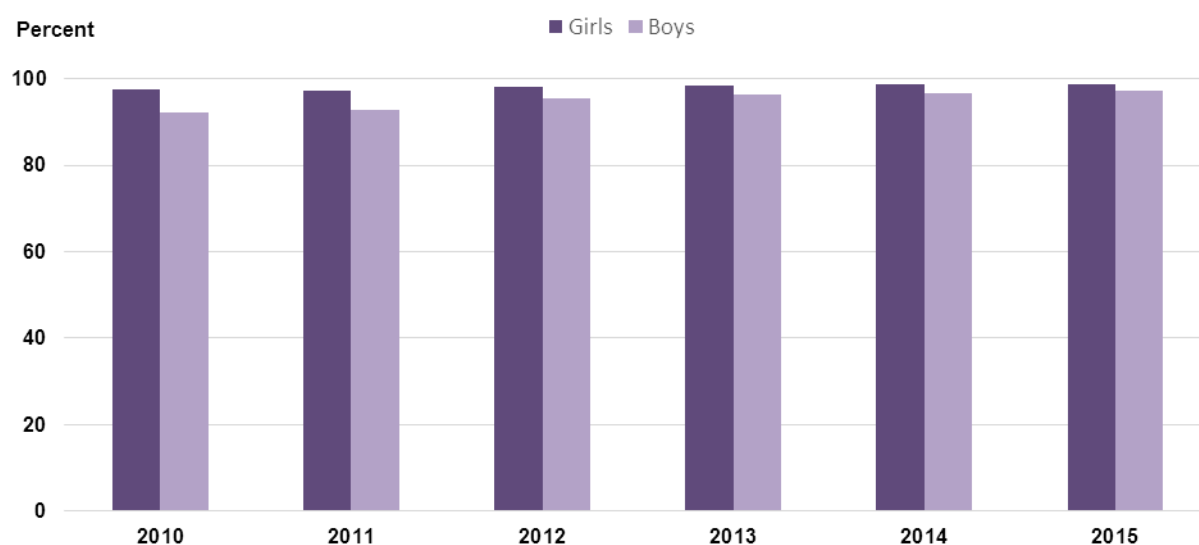
Figure 2.1.1: Gross enrolment rate in primary education 2010 – 2015



Source: BANBEIS report 2015

From 2010 to 2015, the gross enrolment rate of girls was higher than boys. This measurement refers to the total enrolment of students in a grade or level of education, regardless of age, expressed as percentage of the corresponding eligible official age – group population in a given school year. It might be worth explained that for gross enrolment the percentage would be more than 100 because of the enrolled students can be older than the eligible age for that group. However, for girls the enrolment rate increased from 112.4 percent to 113.4 percent over the mentioned period. On the other hand, for boys it increased from 103.2 percent to 105.0 percent from 2010 to 2015.

**Figure 2.1.2: Net enrolment rate in primary education 2010 – 2015**



Source: BANBEIS report 2015

The overall net enrolment rate has increased from 2010 to 2015. This measurement refers to the number of students enrolled in the official age – group expressed as a percentage of the total population in that age group. In 2010, the net enrolment rate for boys and girls was 92.2 percent and 97.6 percent and it reached to 97.1 percent and 98.8 percent respectively in 2015.

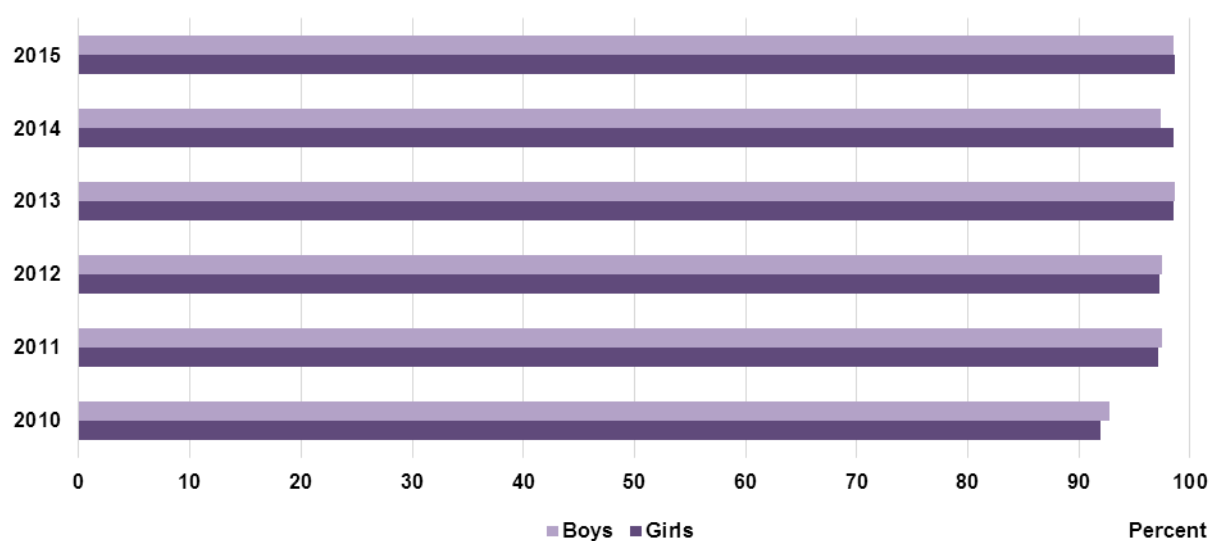
## 2.2 Pass rate of Primary Education Completion Examination (PECE)

**Table 2.2: Pass rate of Primary Education Completion Examination (PECE) 2010 – 2015**

Year	Boys	Girls
2010	92.70	91.98
2011	97.52	97.08
2012	97.51	97.19
2013	98.64	98.52
2014	97.32	98.54
2015	98.46	98.58

Source: BANBEIS Report 2015

**Figure 2.2.1: Pass rate of Primary Education Completion Examination (PECE) 2010 – 2015**



Source: BANBEIS report 2015

The average pass rate for boys and girls has increased over the period given. In 2010, the pass rate of boys was slightly higher than girls but there was almost no difference in the last year in 2015. It is also mentioned here that, almost all students passed in the Primary Education Completion Examination (PECE) who attended in the exam.

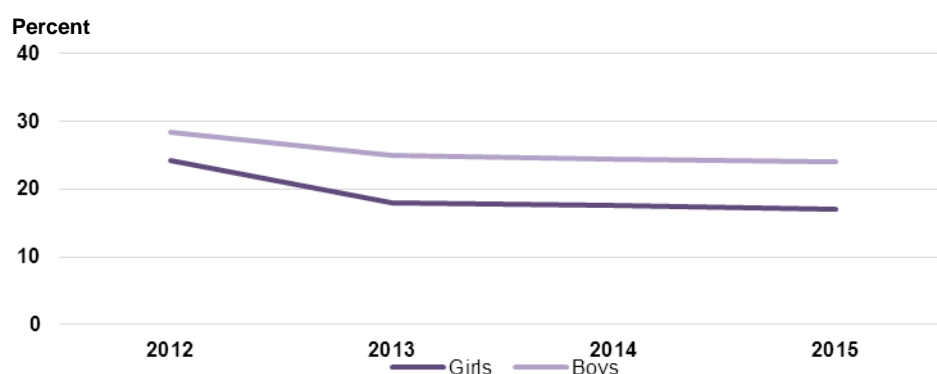
## 2.3 Dropout rate in Primary Education

**Table 2.3.1: Dropout rate in Primary Education 2012 – 2015**

Year	Girls	Boys
2012	24.20	28.30
2013	17.90	24.90
2014	17.50	24.30
2015	17.00	23.90

Source: Compiled data from BANBEIS

**Figure 2.3.1: Dropout rate in Primary Education 2012 – 2015**



Source: Compiled data from BANBEIS

The overall dropout rate for both boys and girls has decreased significantly over the time. From 2012 to 2015, the boys' dropout rate is higher than girls. In 2012, the girls' and boys' dropout rate was 24.20 percent and 28.30 percent and it got down to 17.00 percent and 23.90 percent in 2015 respectively. As in 2015, still the dropout rate of girls and boys was very high we need to focus on for why it is happening and where they are going after dropping out.

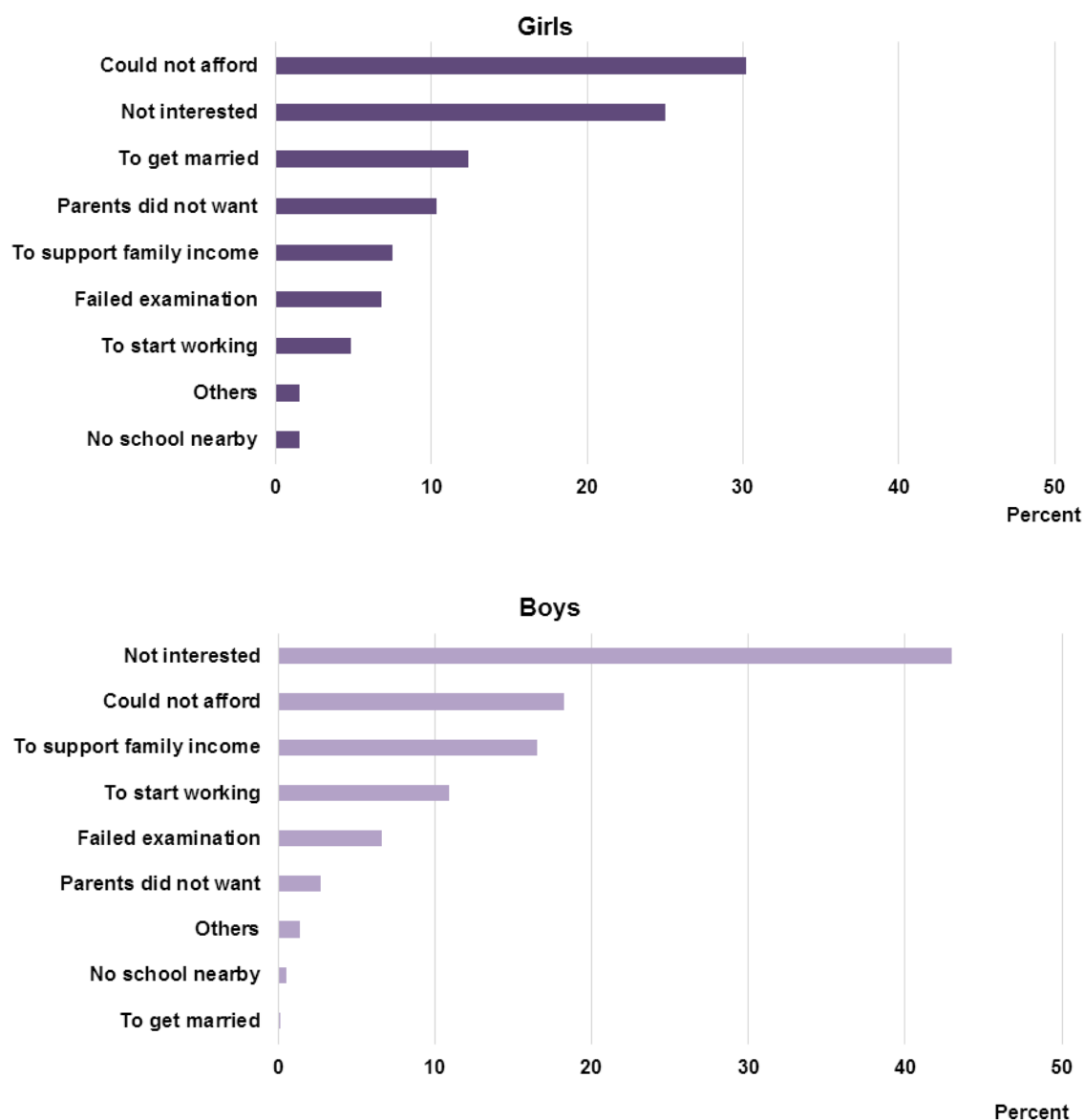
There is no available data regarding the reason for dropout of total number of students but in the Child labour survey report 2013 the following reasons were identified.

**Table 2.3.2: Reasons for dropout from primary education population aged 6-11, 2013 (Percent)**

Reason	Female	Male
Failed examination	7	7
Not interested	25	43
To start working	5	11
To get married	12	0
To support family income	8	17
Parents did not want	10	3
No school nearby	2	1
Could not afford	30	18
Others	2	1

Source: Child labour survey 2013

**Figure 2.3.2: Reason for dropout from primary education population aged 6 – 11, 2013  
(Percent)**



Source: Child Labour survey 2013

It's very wondering that most of the dropout were happened either due to financial problem or not interested for having education. The first reason of dropout for girls was financial problem and for boys due to disinterest. Now, we need to collect data where the dropout students are going; are they going for job to earn money as child labour or enrolling another education system.

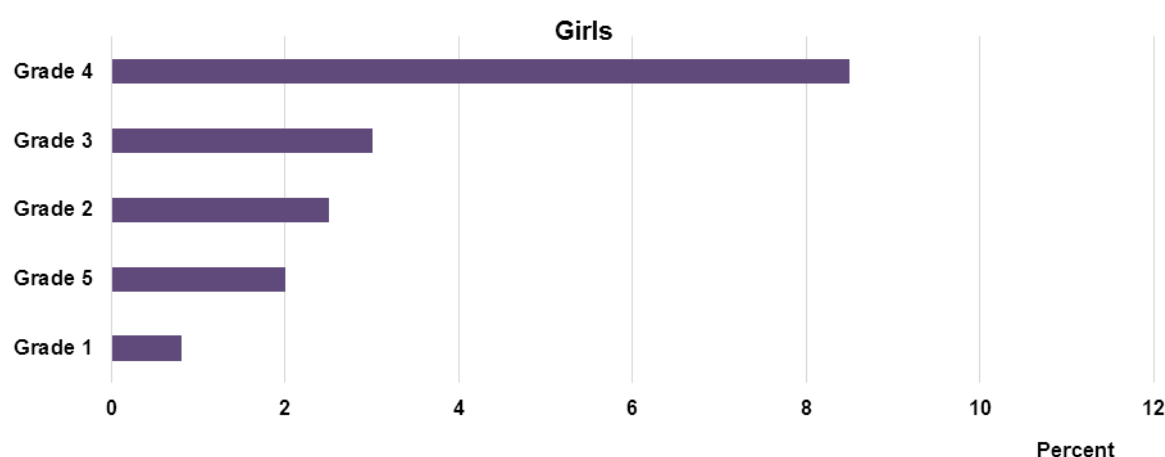
## 2.4 Grade-wise dropout rate in primary education

**Table 2.4: Grade-wise dropout rate in primary education 2015**

Year	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
2015	2.3	0.8	4.0	2.5	4.0	3.0	11.8	8.5	2.2	2.0

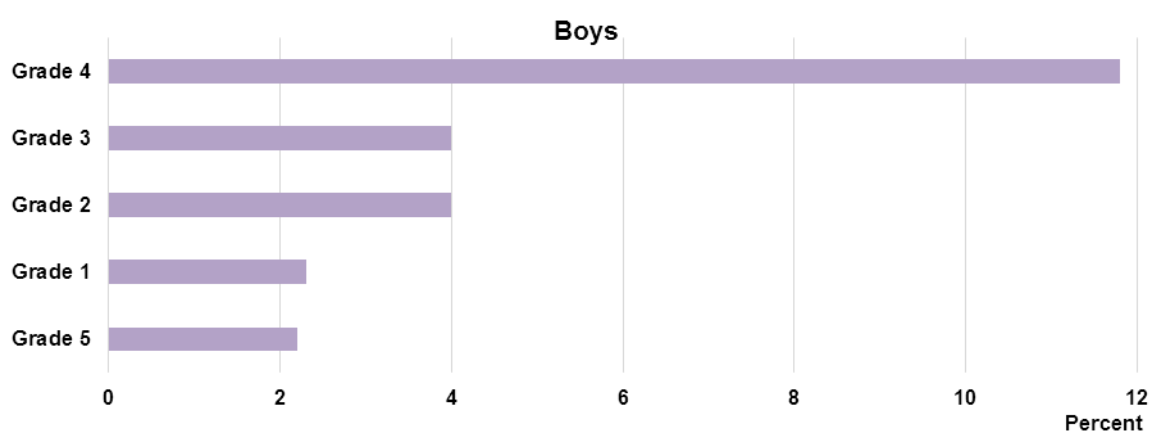
Source: BANBEIS report 2015

**Figure 2.4.1: Grade wise dropout rate of Girls in Primary education 2015**



Source: BANBEIS report 2015

**Figure 2.4.2: Grade wise dropout rate of boys in primary education 2015**



Source: BANBEIS report 2015

It's really surprising that most of the dropout were occurred between grade III - IV for both boys and girls. The highest dropout was observed in grade IV for both groups. There is no available data for understanding the actual reason of dropout but it is very important to have the information. In addition to this, it is also important to know where the students are now after dropping out from education, i.e. are they going for job market or further education in informal education system.



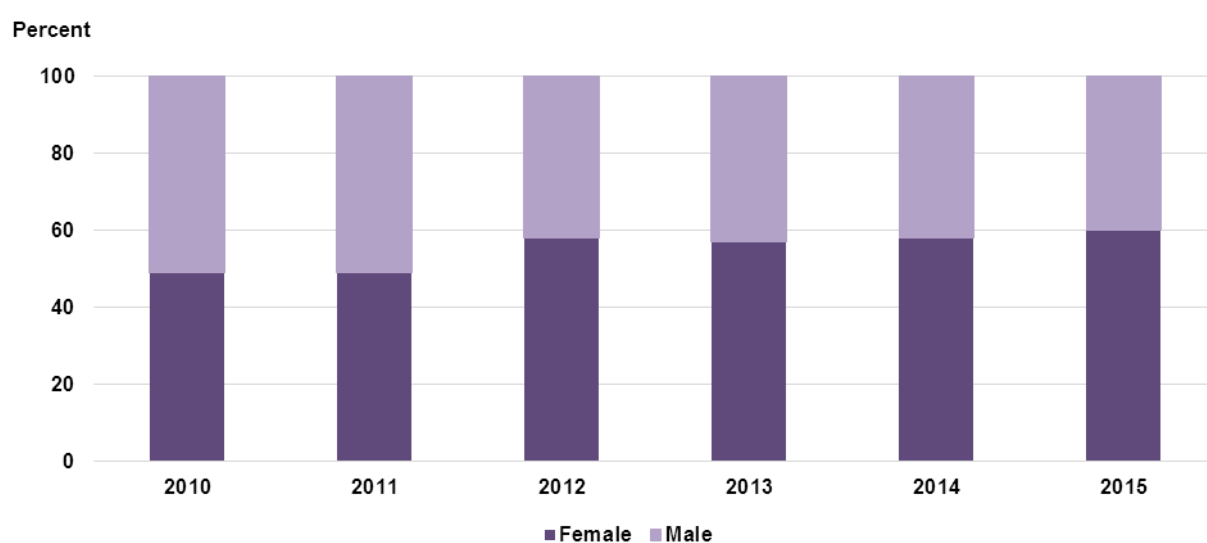
## 2.5 Sex distribution of teachers in Primary education

**Table 2.5: Sex distribution of teachers in Primary education 2010 – 2015**

Year	Female	Male
2010	49.22	50.78
2011	49.20	50.80
2012	58.20	41.80
2013	57.00	43.00
2014	57.80	42.20
2015	60.00	40.00

Source: Compiled data from BANBEIS

**Figure 2.5.1: Sex distribution of teachers in primary education 2010 – 2015**



Source: Compiled data from BANBEIS

Overall rate of female teachers has increased over the period from 2010 to 2015. In 2010, the female participation was 49.22 percent and it rose up to 60.00 percent in 2015. On the other hand, the percent of male was 50.78 in 2010 and it got down to 40.00 in 2015.



## Chapter 3: Secondary Education

In this chapter, statistics on enrolment, pass rate, overall and grade wise dropout rate, reason for dropout, and sex distribution of teachers will be shown. In the primary education cycle the success rate of girls is higher than boys in term of drop out, pass and completion. But different reports indicate that girls are not doing better in secondary education after putting many efforts. The gender gap between the girls and boys has mostly increased in secondary level. So, it is very important to compare girls and boys in different grades to understand the actual reason in the forward instead.

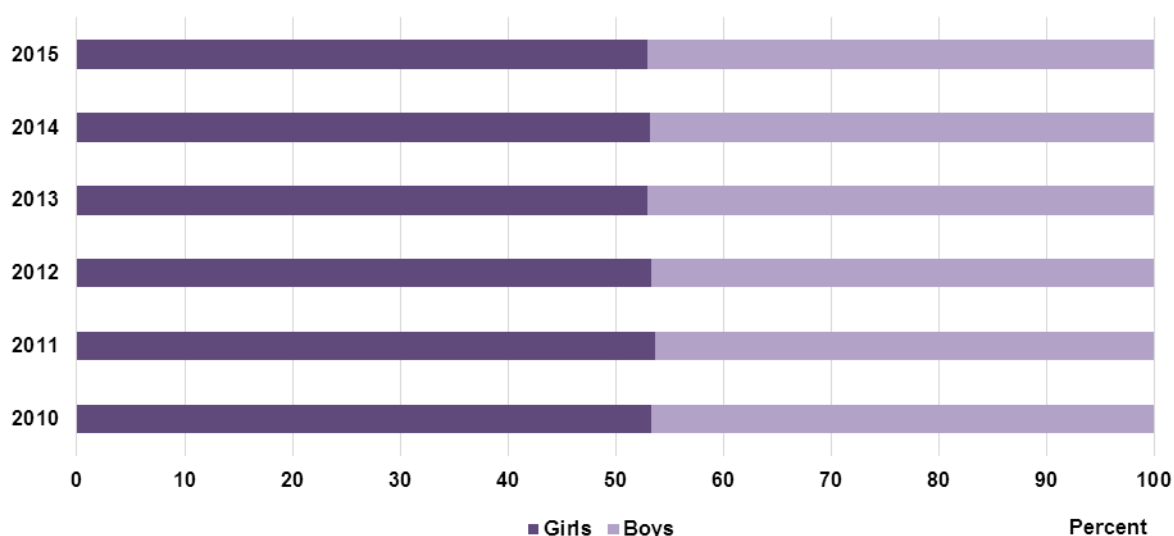
### 3.1 Participation rate in secondary education

**Table 3.1: Participation rate in secondary education 2010 – 2015**

Year	Boys	Girls
2010	46.69	53.31
2011	46.39	53.61
2012	46.72	53.28
2013	47.00	53.16
2014	46.78	53.22
2015	47.00	53.31

Source: Compiled data from BANBEIS

**Figure 3.1.1: Participation rate in Secondary education 2010 – 2015**



Source: Compiled data from BANBEIS

In secondary education, the girls were attending more than boys over the period. The average participation rate of girls was slightly higher than boys during the period 2010 and 2015. Between the boys and girls there has not been happened much change during the period.

## 3.2 Gross and Net enrolment rate in secondary education

**Table 3.2: Gross and Net enrolment rate in secondary education 2010 – 2015**

Year	GER (%)		NER (%)	
	Boys	Girls	Boys	Girls
2010	49.59	62.62	44.45	55.09
2011	57.04	66.91	51.94	59.94
2012	57.37	71.31	51.64	63.58
2013	59.63	71.86	54.05	64.16
2014	62.94	75.88	57.04	67.74
2015	67.75	77.84	62.16	71.85

Source: BANBEIS report 2015

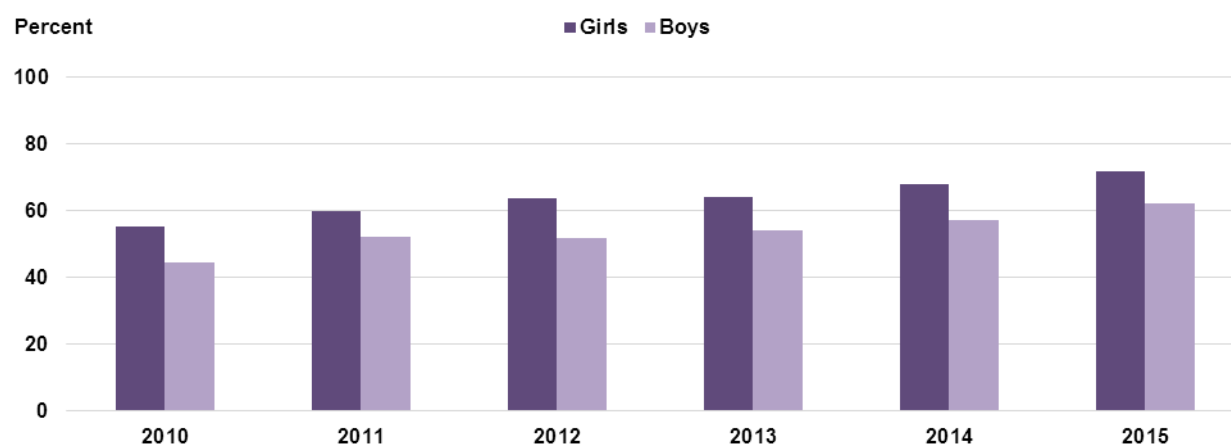
**Figure 3.2.1: Gross enrolment rate in secondary education 2010 – 2015**



Source: BANBEIS report 2015

The gross enrolment rate of boys and girls increased significantly over the given period. This measurement refers to the total enrolment of students in a grade or level of education, regardless of age, expressed as percentage of the corresponding eligible official age – group population in a given school year. In 2010, the gross enrolment rate of boys and girls was 49.59 percent and 62.62 percent and reached to 67.75 percent and 77.84 percent respectively in 2015.

**Figure 3.2.1: Net enrolment rate in secondary education 2010 – 2015**



Source: BANBEIS report 2015

The net enrollment rate for boys and girls increased notably from 2010 to 2015. This measurement refers to the number of students enrolled in the official age – group expressed as a percentage of the total population in that age group. In 2010, the net enrollment rate of girls and boys was 55.09 percent and 44.45 percent and it went up to 71.85 percent and 62.61 percent respectively in 2015.

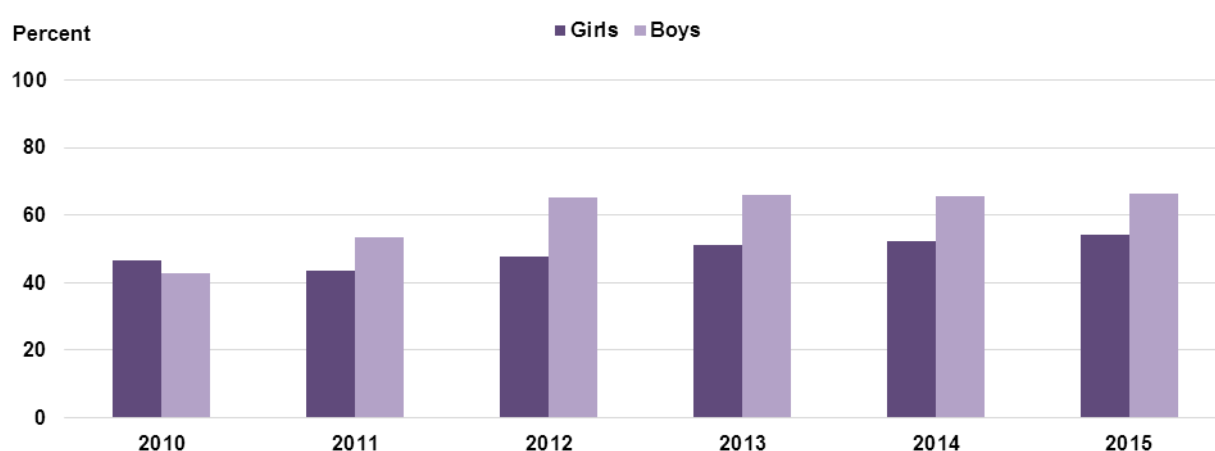
### 3.3 Completion rate in secondary level

**Table 3.3: Completion rate in secondary level 2010 – 2015**

Year	Girls	Boys
2010	46.43	42.71
2011	43.57	53.27
2012	47.64	65.10
2013	51.11	65.82
2014	52.33	65.48
2015	54.08	66.28

Source: BANBEIS report 2015

**Figure 3.3.1: Completion rate in secondary education 2010 – 2015**



Source: BANBEIS report 2015

The completion rate of boys was higher than girls except the starting year in 2010. On the other hand, during the period the highest completion rate of boys was 65.82 percent and for girls that was 54.08 percent in 2015. Comparing between two groups the progression rate of boys was better than girls from 2011 to 2015. Now, we need to analyze here that why girls were completed less than boys and what factors influenced behind that.

### 3.4: Dropout rate in secondary level

**Table 3.4.1: Dropout rate in secondary level 2010 – 2015**

Year	Girls	Boys
2010	53.57	57.29
2011	56.43	46.73
2012	52.36	34.90
2013	48.89	34.18
2014	47.67	34.52
2015	45.92	33.72

Source: BANBEIS report 2015

**Figure 3.4.1: Dropout rate in secondary level 2010 – 2015**



Source: BANBEIS report 2015

From 2010 to 2015, the highest dropout rate of boys and girls was in 2010 and it has gradually decreased over the time. As of 2010, the boys' dropout rate was higher than girls which were 57.29 percent and in 2015 it turned in the reverse way coming down to 33.72 percent where the girls' position was 45.92 percent.

After taking many initiatives from government and NGO sectors still the dropout rate was very high especially for girls in secondary level. For improving the socioeconomic condition of Bangladesh it's very important to empower girls and women and without having education it is not possible ever.

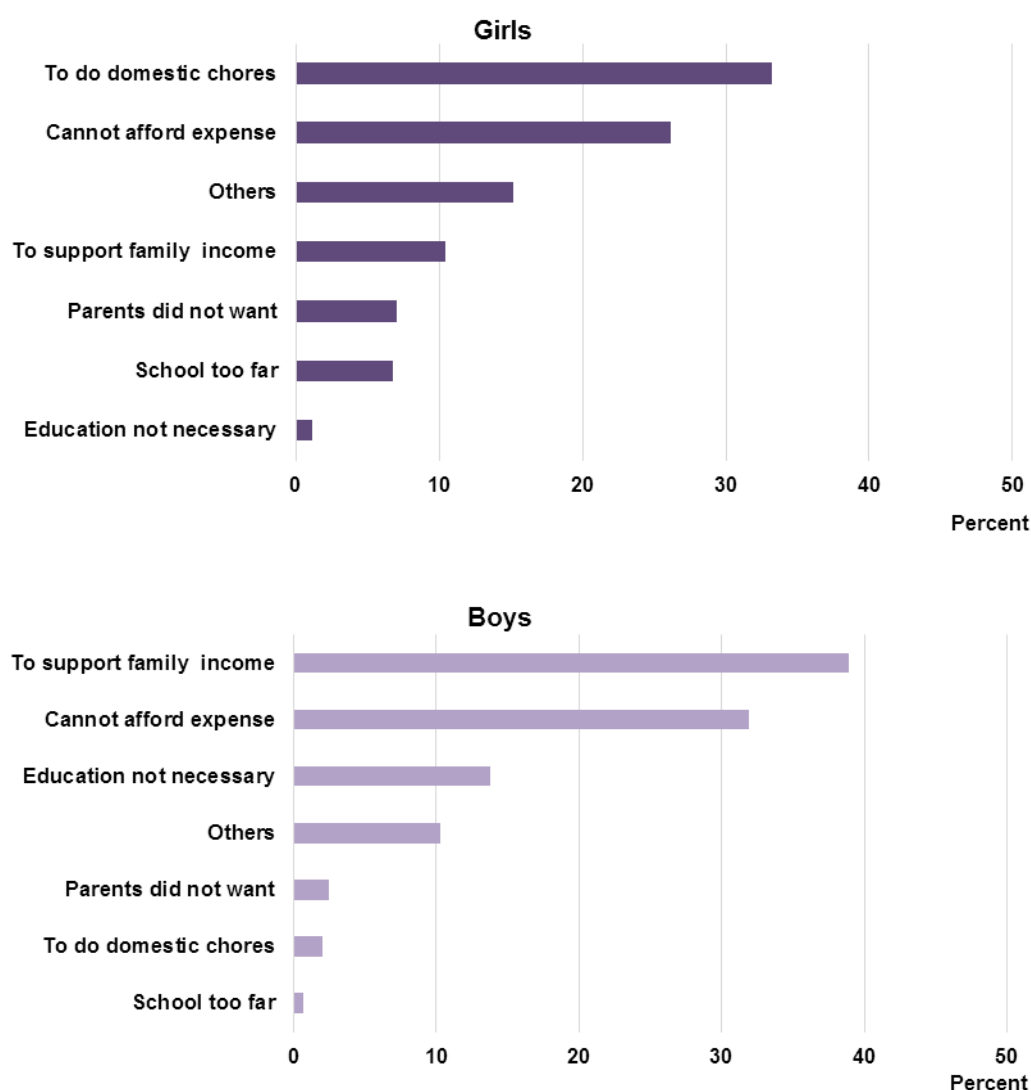
There is no available data regarding the reason for dropout of total number of students but in the Child labour survey report 2013 the following reasons were identified.

**Table 3.4.2: Reasons for dropout from secondary education population aged 12-17, 2013 (Percent)**

Reason	Girls	Boys
School too far	7	1
To support family income	10	39
Education not necessary	1	14
To do domestic chores	33	2
Parents did not want	7	2
Cannot afford expense	26	32
Others	15	10

Source: Child labour survey 2013

**Figure 3.4.2: Reasons for dropout from secondary education population aged 12-17, 2013 (Percent)**



Source: Child labour survey 2013

It is very upsetting that most of the dropout were happened due to financial problem. First reason of dropout for girls was to do domestics chores and for boys was to support family income. So, for both cases they are helping their parents in a different ways. The second reason was also common for boys and girls and that was also cannot afford expense which is related to financial problem.

Now it is important to collect data where the dropout students are going; are they going to join in the labour market or enrolling another system for having skills training or education.



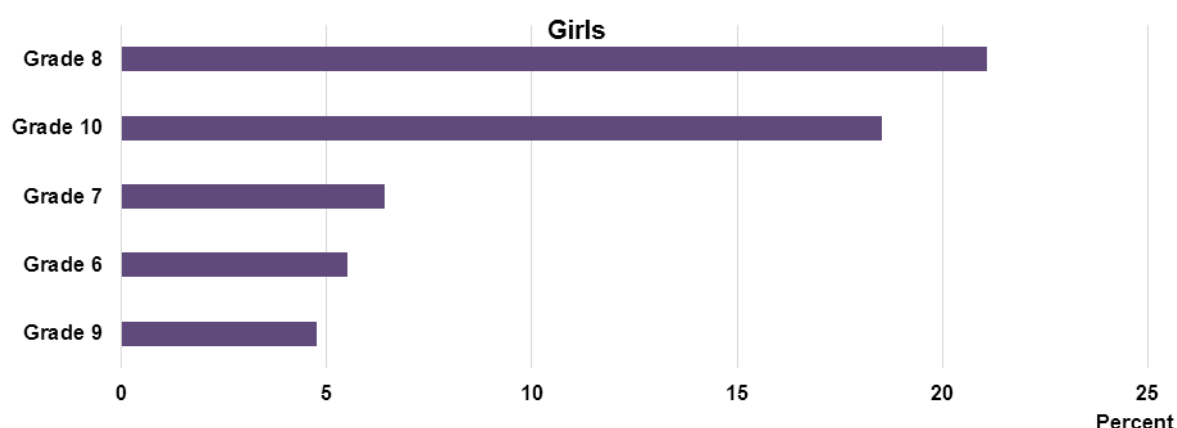
### 3.5 Grade wise dropout rate at secondary level

**Table 3.5: Grade wise dropout rate at secondary level 2015**

Year	Grade 6		Grade 7		Grade 8		Grade 9		Grade 10	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
2015	6.64	5.49	1.85	6.41	16.83	21.07	4.64	4.76	8.78	18.52

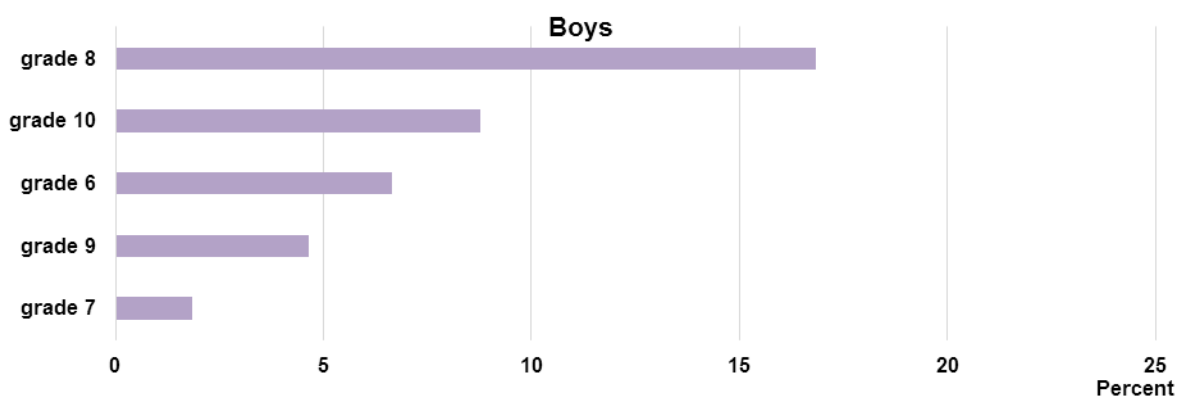
Source: BANBEIS report 2015

**Figure 3.5.1: Grade wise dropout rate of girls at secondary level 2015**



Source: Compiled data from BANBEIS

**Figure 3.5.2: Grade wise dropout rate of boys at secondary level 2015**



Source: BANBEIS report 2015

It is very interesting that the highest dropout was happened in grade 8 for both boys and girls. Comparing to both groups the girls' dropout rate was higher than boys except the starting grade 6 in secondary education. In grade 10, the difference between the boys and girls was higher than any other grades. Dropping from grade 8 of girls might be happened due to financial problem, early marriage or any other issues.

There is no available data for finding the real reasons behind this. For doing in-depth analysis we need to collect data for that.

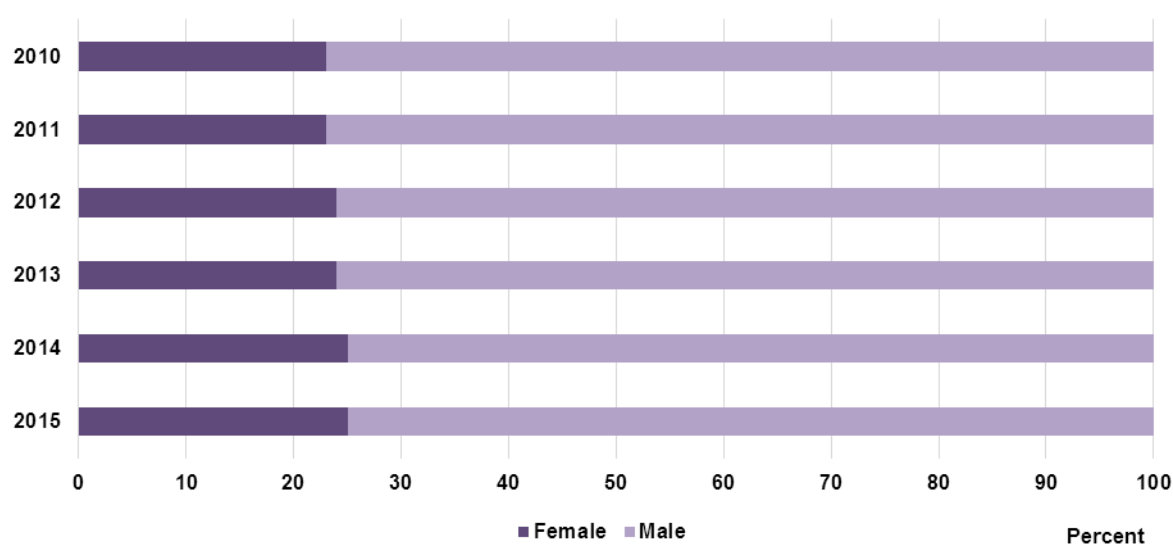
### 3.6 Sex distribution of teachers in secondary level

**Table 3.6: Percentage of teachers in secondary level 2010 – 2015**

Year	Female	Male
2010	23.09	76.91
2011	23.26	76.74
2012	24.37	75.63
2013	24.33	75.67
2014	25.31	74.69
2015	25.38	74.62

Source: BANBIES report 2015

**Figure 3.6.1: Percentage of teachers in secondary level 2010 – 2015**



Source: BANBEIS report 2015

The secondary education level is mostly dominated by male teachers which is almost three times higher than female. Over the period, the male teachers dominated this sector keeping in just about same proportion. From 2010 to 2015 the percentage of female teachers was slightly increased from 23.09 percent to 25.38 percent.

## Chapter 4: Upper Secondary Education

In this chapter, statistics on enrolment, pass rate, overall and grade wise dropout rates, reason for dropout, and sex distribution of teachers in upper secondary level will be shown. This will give us a clear picture about upper secondary education scenario in Bangladesh.

### 4.1 Participation rate in upper secondary education

**Table 4.1: Participation rate in upper secondary education 2011 – 2015**

Year	Female	Male
2011	48	52
2012	47	53
2013	48	52
2014	48	52
2015	46	54

Source: Bangladesh Education Statistics , BANBEIS

**Figure 4.1.1: Participation rate in upper secondary education 2011 – 2015**



Source: Bangladesh Education Statistics , BANBEIS

Male participation rate is slightly higher than the female in the upper secondary education during the period 2011 to 2015. Male participation is always more than 50%, while for the female it is always below the 50% mark.

## 4.2 Gross and net enrolment rate in upper secondary education

**Table 4.2 Gross and Net enrolment rate 2011 – 2015**

Year	Gross (%)			Net (%)		
	Female	Male	Total	Female	Male	Total
2011	25.96	25.48	25.72	17.81	16.88	17.34
2012	53.66	48.65	50.88	48.3	43.78	45.79
2013	53.66	48.65	50.88	48.3	43.78	45.79
2014	52.05	42.29	46.61	37.82	29.44	33.16
2015	35.86	42.12	38.99	26.24	30.25	28.25

Source: Bangladesh Education Statistics , BANBEIS

**Figure 4.2.1: Gross enrolment rate in upper secondary education**

Percent

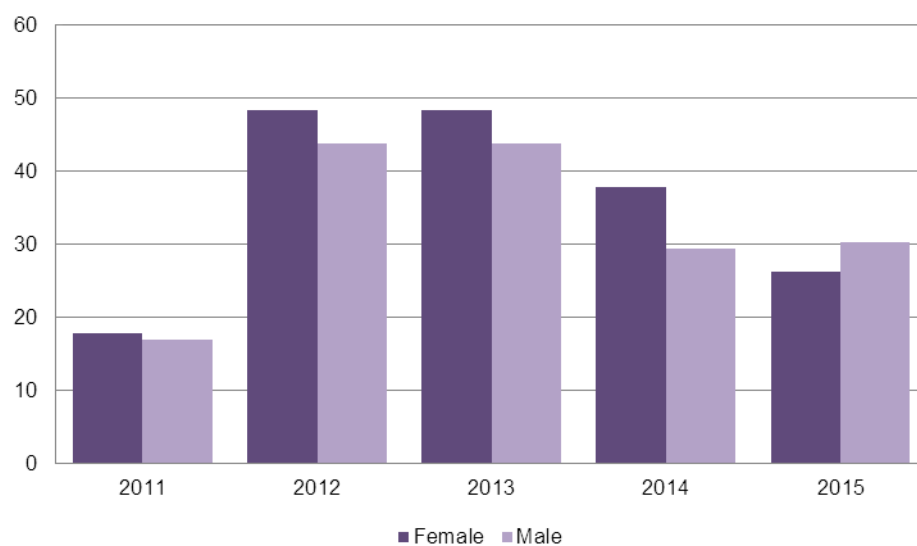


Source: Bangladesh Education Statistics , BANBEIS

Gross enrolment rate almost doubled for female and male in year 2012 from that of year 2011 and stayed almost same for around next two years. Then females' enrolment rate sharply declined from 52.05% to 35.86% in year 2015.

**Figure 4.2.2: Net enrolment rate in upper secondary education**

Percent



Source: Bangladesh Education Statistics , BANBEIS

The net enrolled rate for male and female has increased surprisingly from 2011 to 2012 which was around three times and stayed almost same for next two years. On the other hand, from 2013 to 2015 the net enrolment rate of female has also declined. In 2013, the enrolment rate of male and female was 43.78% and 48.3% which got down to 30.25% and 26.24% respectively.

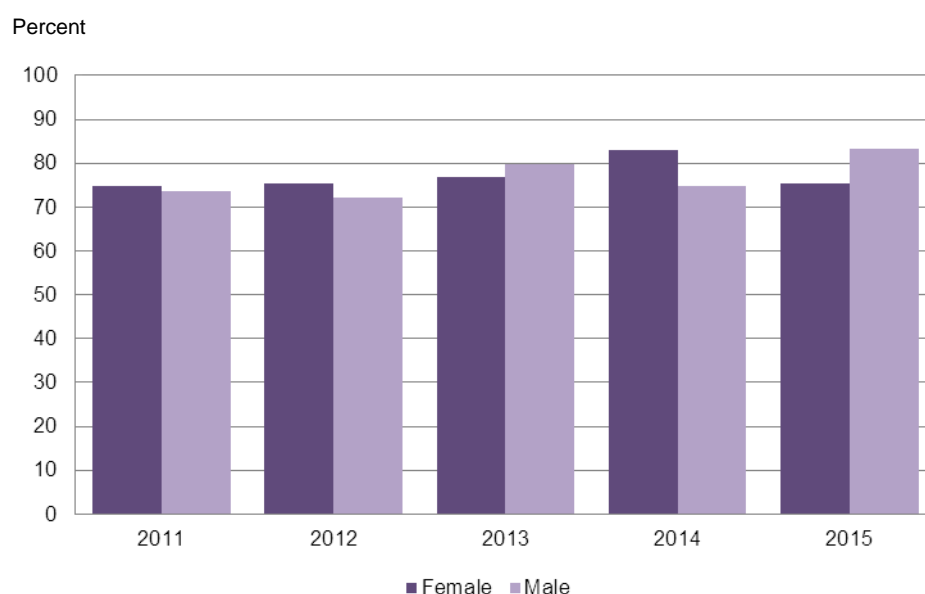
### 4.3 Completion rate from upper secondary education

**Table 4.3: Completion rate from upper secondary education 2011 – 2015**

Year	Female	Male	Total
2011	74.93	73.66	74.23
2012	75.41	72.10	73.71
2013	76.71	79.69	78.20
2014	82.95	74.68	78.63
2015	75.40	83.17	79.30

Source: Bangladesh Education Statistics , BANBEIS

**Figure 4.3.1: Completion rate of upper secondary education 2011 – 2015**



Source: Bangladesh Education Statistics , BANBEIS

Completion rates of upper secondary education were not stable for the male and female during the period 2011-2015. It was the female whose completion rate was higher during 2011, 2012, 2014, but the rate was higher in year 2013 and 2015 for the male.

## 4.4 Dropout rate from upper secondary education

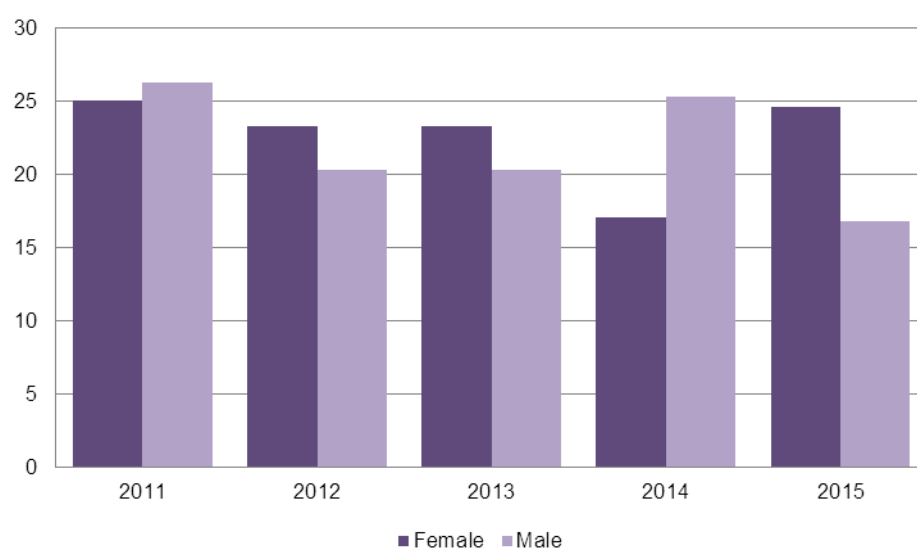
**Table 4.4: Dropout rate from upper secondary education 2011 – 2015**

Year	Female	Male	Total
2011	25.07	26.34	25.77
2012	23.29	20.31	21.80
2013	23.29	20.31	21.80
2014	17.05	25.32	21.37
2015	24.60	16.83	20.70

Source: Bangladesh Education Statistics, BANBEIS

**Figure 4.4.1: Dropout rate from upper secondary education 2011 – 2015**

Percent



Source: Bangladesh Education Statistics, BANBEIS

The dropout rate of female gradually decreased considerably from year 2011 to 2014 from 25.07% to 17.05%. However, compared to previous year, the dropout rate has increased sharply to 24.6% from 17.05%.

Compared to male, females' dropout rate is increasing. In year 2011 the gap between male and female was only 1.27%; whereas the rate increased to 7.77% in year 2015.

## 4.5 Percentage of teachers in college education (upper secondary level)

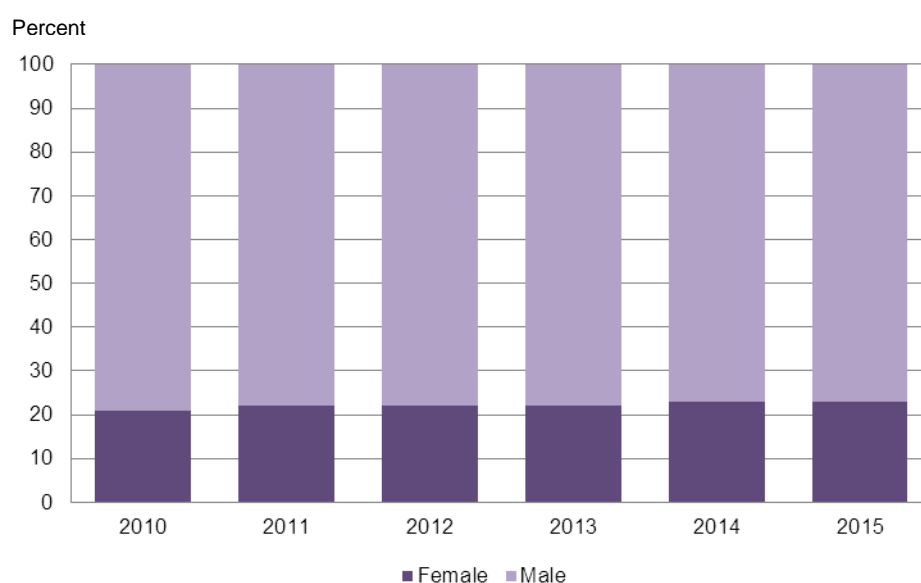
**Table 4.5: Percentage of teachers in college education (upper Secondary level)**

Year	Female	Male
2010	21	79
2011	22	78
2012	22	78
2013	22	78
2014	23	77
2015	23	77

Source: Bangladesh Education Statistics , BANBEIS

The numbers have been rounded of for convenience for the reader.

**Figure 4.5.1: Percentage of teachers in college education (upper secondary level)**



Source: Bangladesh Education Statistics , BANBEIS



## Chapter 5: Major obstacles to girls' higher education

Gender equality is crucial to achieving sustainable development. Ending all forms of discrimination against women and girls is not only human right, but also has multiple effects across all development areas including education. Bangladesh has gradually reached to sex-parity at primary and secondary levels of education; however, drop out of girls especially at upper secondary level is major concern for development.

There are different gender based socio-economic, cultural barriers that hinder women to complete higher levels of education. Among them, child marriage, early motherhood and violence against women are some of the major obstacles and/or consequences. This chapter examines interlinks between girls higher education and prevalence of child marriage, early motherhood, economic status and violence for instance.

### 5.1 Child marriage among ever married women

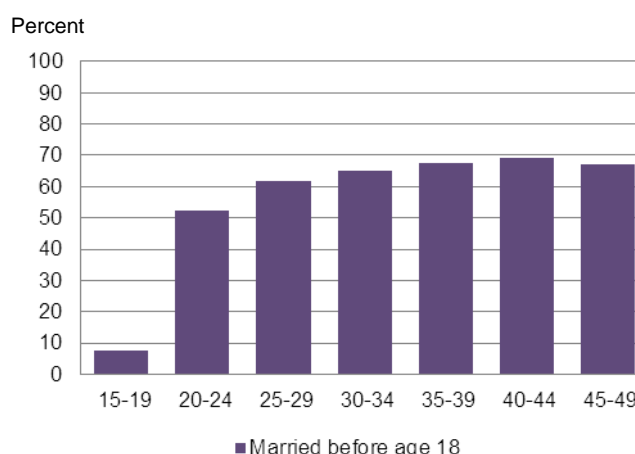
Bangladesh law prohibits marriage before age eighteen for girls and age twenty-one for boys. But marriage before the age of eighteen happens for many girls. According to UNICEF's global estimates, more than 60 million women aged 20-24 were married before their 18th birthday.

A child bride usually drops out of school and begins full time work in her in-laws house, where she often depends on husband and/or in-laws economical and mental support to continue her education.

**Table 5.1: Child marriage among ever married women aged 15-49, year 2012-2013**

Age group	Married before age 18, percent	Number of women
15-19	7.50	9,071
20-24	52.3	8,831
25-29	61.6	9,354
30-34	64.9	7,432
35-39	67.7	6,950
40-44	69.0	5,697
45-49	67.2	4,456
Total		51,791

**Figure 5.1.1: Child marriage among ever married women aged 15-49, in year 2012-2013**



Source: Multiple Indicator Cluster Survey 2012-2013, BBS

According to figure 5.1.1, child marriage was more than 60% within almost all age groups (except for age 15-19 and for age 20-24), with the highest (69%) among age group 40-44.

Closely related to the issue of child marriage is girls who are married before the age of 18 tend to have more children than those who marry later in life. Pregnancy related deaths are known to be a leading cause of mortality for both married and unmarried girls between the ages of 15 and 19, particularly among the youngest of this cohort. There is evidence to suggest that girls who marry at young ages are more likely to marry older men which puts power imbalance in decision making process in the family. (Source: Multiple Indicator Cluster Survey 2012-2013, BBS)

## 5.2 Early/teenage motherhood

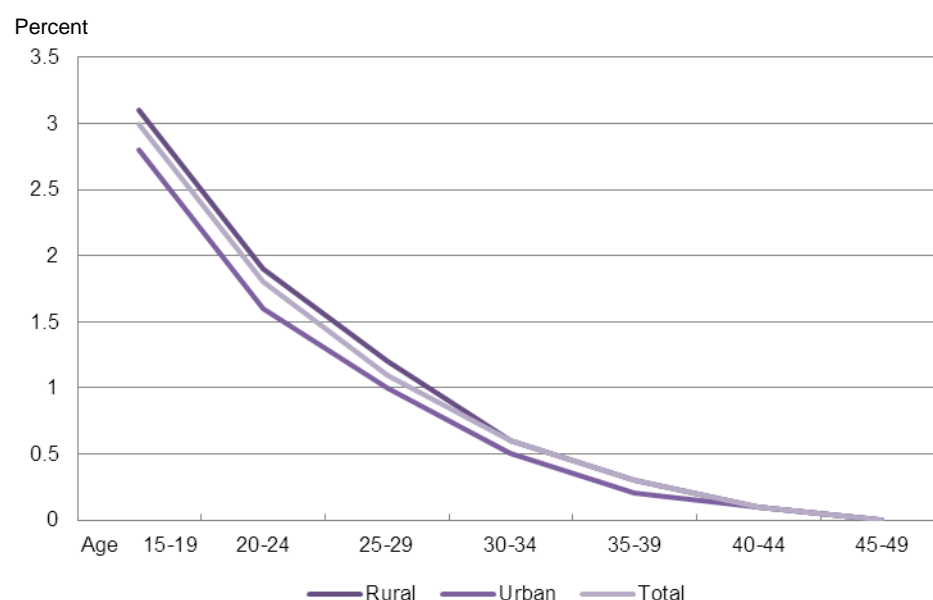
Age-specific marital fertility rates (ASMFR) shows that women in Bangladesh have an early child-bearing pattern. The age specific fertility rates for married women are ordinary or regular fertility rates weighted by the proportion of women who are married.

**Table 5.2: Marital fertility rates during the last 12-month period, year 2015**

Age group	Rural (in 000)	Urban (in 000)	Total (in 000)
15-19	3.1	2.8	3.00
20-24	1.9	1.6	1.80
25-29	1.2	1	1.10
30-34	0.6	0.5	0.60
35-39	0.3	0.2	0.30
40-44	0.1	0.1	0.10
45-49	0	0	-
Total MFR	36.1	31.4	34.3

Source: Report on Bangladesh Sample Vital Statistics 2015, BBS

**Figure 5.2.1: Marital fertility rates during the last 12-month period, year 2015**



Source: Report on Bangladesh Sample Vital Statistics 2015, BBS

Figure 5.2.1 shows that marital fertility rate is the highest in the age group 15-19 irrespective of rural or urban areas. At this age group, children usually complete secondary or upper secondary education. Consequently, the early/teenage motherhood put girls to prioritise child bearing and raising over their education.

### 5.3 Child marriage and brides education status

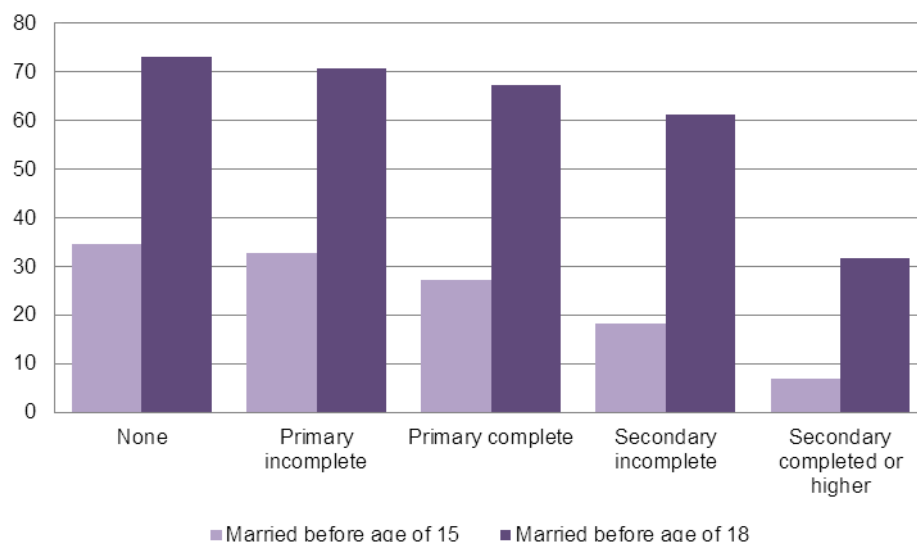
**Table 5.3: Child marriage of women and girls aged 15-49, according to their education status, year 2012-2013**

Education status	Women aged 15-19 years currently married %	Married before age of 15 %	Married before age of 18 %
None	44.70	34.6	73.10
Primary incomplete	41.90	32.7	70.70
Primary complete	47.90	27.1	67.30
Secondary incomplete	34.00	18.1	61.30
Secondary completed or higher	24.20	7.0	31.70
Population: 51,791			

Source: Multiple Indicator Cluster Survey 2012-2013, BBS

**Figure 5.3.1: Child marriage of women and girls aged 15-49, according to education, year 2012-2013**

Percent



Source: Multiple Indicator Cluster Survey 2012-2013, BBS

Figure 5.3.1 shows that there is negative relationship between child marriage and levels of education. At no education and primary incomplete level, child marriage was more than 70% (73.1% and 70.7% respectively). Completion of higher education reduced the rate of child marriage; the rate was considerably reduced to 31.7% at the upper (higher) secondary level, compared to the highest rate of 73.1% at 'no education' level. Thus child marriage decreased by 41.4 percentage points when girl children complete secondary or upper secondary education.

## 5.4 Child marriage and wealth status

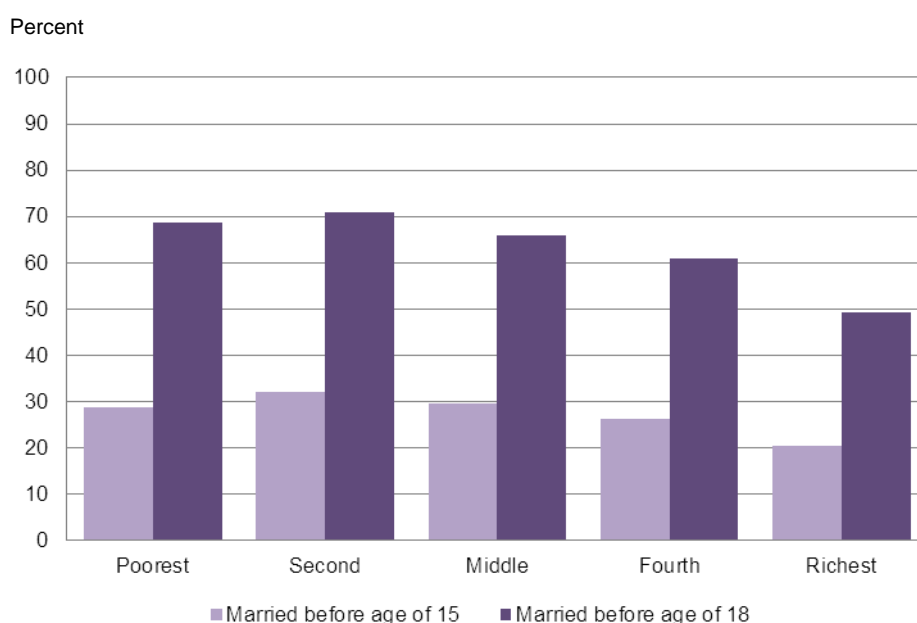
Women in the highest wealth quintile, usually marry later than those in the lowest wealth quintile.

**Table 5.4: Child marriage of women aged 15-49, and their wealth status, year 2012-2013**

Wealth quintile <sup>1</sup>	Women aged 15-19 years currently married	Married before age of 15, percent	Married before age of 18, percent
Poorest	1,302	28.8	68.70
Second	1,690	32.8	70.90
Middle	1,864	29.6	66.00
Fourth	2,090	26.3	61.00
Richest	2,125	20.4	49.40
Total, 51,792			

Source: Multiple Indicator Cluster Survey 2012-2013, BBS

**Figure 5.4.1: Child marriage of women aged 15-49, and their wealth status, year 2012-2013**



Source: Multiple Indicator Cluster Survey 2012-2013, BBS

Figure 5.4.1 shows that child marriage rate is overall quite high (more than 60%) in four quintiles (poorest to the fourth quintile); with 70.9% at the second quintile. The rate decreases quite significantly to 49.4% when girls belong to 'richest' families. Thus the rate of child marriage among wealth quintile decreases by 21.5 percentage points when they are at the 'richest' quintile.

However, overall there is negative relationship between child marriage and wealth status; and girls from better economic condition are less prone to child marriage.

<sup>1</sup> Quintile: A quintile is 20% of the population. If a population has 1,000,000 people, they can be separated into five quintiles of 200,000 each. The wealth index involves giving each person in the population a score which represents how wealthy they are based on the characteristics of their household. With this score, five 'wealth quintiles' are created: the poorest 20% into quintile one, the second poorest 20% into quintile two, the middle 20% into quintile three, the second wealthiest 20% into quintile four and the wealthiest 20% into quintile five.

## 5.5 Prevalence of violence against women

The United Nations defines violence against women as "any act of gender-based violence that results in, or is likely to result in, physical, sexual or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life."

Gender based discrimination and particularly Violence Against Women (VAW) is a major concern and an obstacle to higher studies for women in Bangladesh. According to 'Violence Against Women Survey 2015' report as many as 80.2 percent of currently married women have experienced some forms of violence by their husbands in lifetime. A total of 21,688 women responded to the survey. Almost two thirds (72.6%) of ever-married women had experienced some forms of partner violence in their lifetime and more than half (54.7%) had experienced it in the last 12 months.

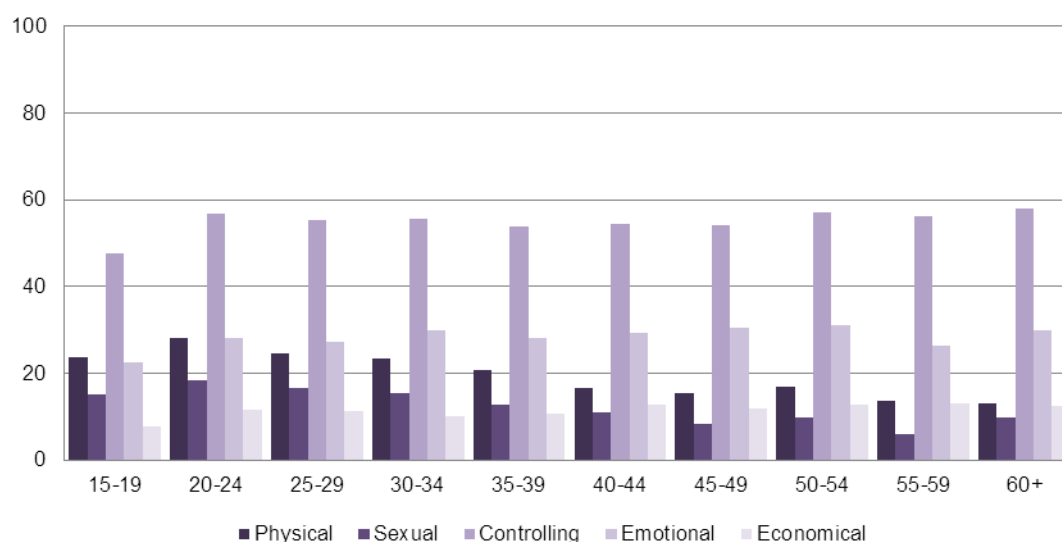
**Table 5.5: Women and girls subjected to different forms of violence by spouse, year 2015 (last 12-months), in percent**

Age	Physical	Sexual	Controlling	Emotional	Economic
15-19	23.8	15.1	47.6	22.4	7.8
20-24	28.1	18.3	56.9	28.1	11.7
25-29	24.5	16.6	55.4	27.4	11.2
30-34	23.4	15.4	55.7	29.9	10.1
35-39	20.8	12.8	53.9	28.2	10.8
40-44	16.5	11.0	54.5	29.3	12.9
45-49	15.5	8.2	54.2	30.5	11.8
50-54	17.0	9.7	57.0	31.0	12.9
55-59	13.7	5.9	56.1	26.5	13.0
60+	13.2	9.8	58.1	29.8	12.6

Source: Violence Against Women (VAW) Survey 2015, BBS

**Figure 5.5.1: Women and girls subjected to different forms of violence by spouse, year 2015 (last 12-months)**

Percent



Source: Violence Against Women (VAW) Survey 2015, BBS

The most common form of violence among all age group is controlling behaviour, which is the highest in all age group. Among different forms of violence, prevalence of physical violence by intimate partner, in last 12 months, was quite high among age group 15-19, it was 23.8%. It was the highest in age group 20-24 (28.1%), followed by age group 25-29 (24.5%). The rate of violence experienced in last 12-months can indicate recent and potential ongoing experiences of partner violence. These rates, especially physical and sexual violence are particularly high among younger women.

Overall, more than 50% violence is taking place in between the age of 15 to 34, the age when students and professionals persuade for higher education and/or advance for career development.

## 5.6 Prevalence of partner violence according to level of education

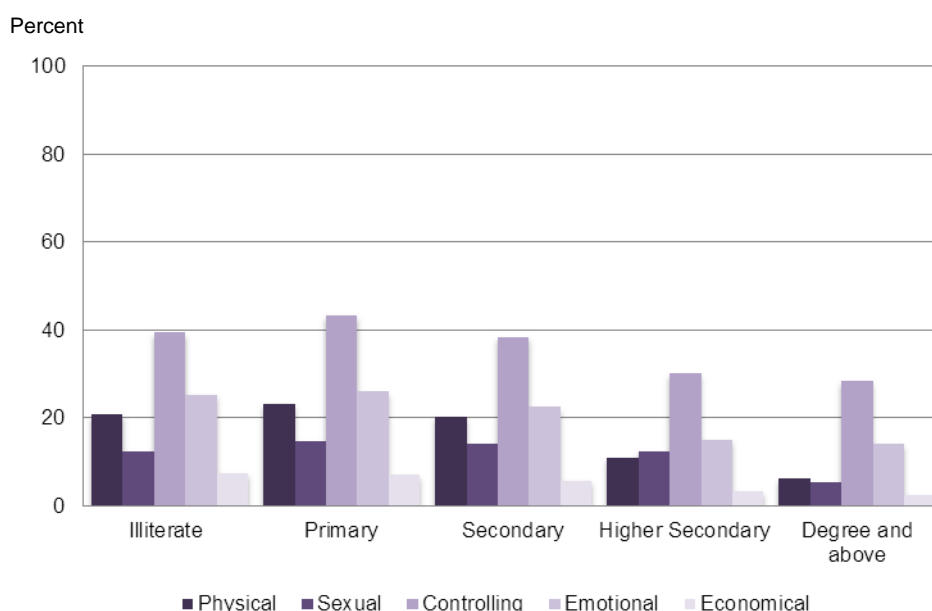
Women at all levels of education reported experiences with different forms of violence including physical and/or sexual violence. The rate of violence declined as education level increased. Rates were highest among illiterate women and those with primary education, compared to women who attained an upper (higher) secondary education or above.

**Table 5.6: Women with different educational background, subjected to violence by spouse, 2015 (in last 12-months), in percent**

Education level	Physical	Sexual	Controlling	Emotional	Economical
Illiterate	20.8	12.3	39.4	25.3	7.5
Primary	23.3	14.7	43.4	26.0	7.0
Secondary	20.4	14.1	38.5	22.5	5.8
Upper (higher) Secondary	11.0	12.5	30.1	15.1	3.3
Degree and above	6.2	5.4	28.4	14.1	2.4

Source: Violence Against Women (VAW) Survey 2015, BBS

**Figure 5.6.1: Women with different educational background, subjected to violence by spouse, 2015 (last 12-months), in percent**



Source: Violence Against Women (VAW) Survey 2015, BBS

Higher education helps to reduce violence against women in intimate partner relationship. According to VAW Survey 2015, when women completed upper (higher) secondary education, there was significant decrease of physical violence, from 20.8 % to 11% with a difference of 9.4 percentage points. There is also progressive decrease of other forms of violence when she completes Degree and above levels.

This indicates that women empowerment; especially importance on women's higher studies is a must for gender equality in Bangladesh.

## Chapter 6: Consequences of dropouts of girls at higher levels of education

Different gender based socio-economic, cultural barriers abstract girls to complete higher levels of education. As a result more women are unemployed or engaged in low-paid occupations. Overall women in different occupation are at considerably low level and low income generating activities.

### 6.1 Unemployed workforce, mostly women

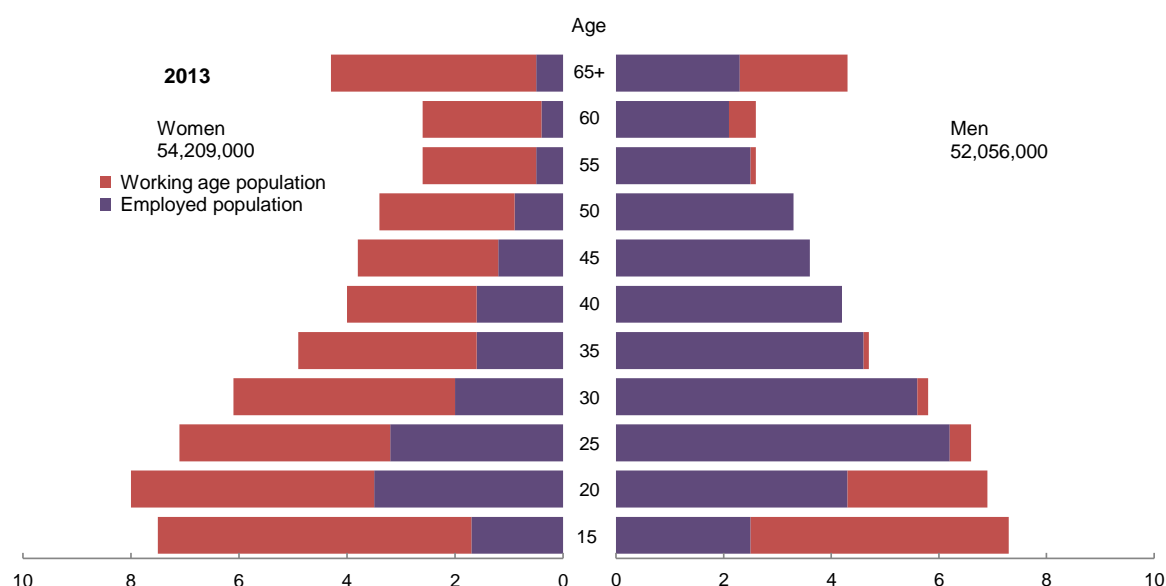
'A person is considered currently economically active, if he or she is either employed for at least one hour during the seven days prior to the survey, or has a job attachment but is temporarily absent from work or is available to work if the work could be found"- Bangladesh labour Force Survey 2013. Based on the survey findings, an estimated 58.1 million population were employed at the time of survey and there is high rate of unemployed women among the working age population.

**Table 6.1: Working age population and their employment, year 2013**

Age	Women		Men	
	Working age population	Employed	Working age population	Employed
15-19	7.5	1.7	7.3	2.5
20-24	8.0	3.5	6.9	4.3
25-29	7.1	3.2	6.6	6.2
30-34	6.1	2.0	5.8	5.6
35-39	4.9	1.6	4.7	4.6
40-44	4.0	1.6	4.2	4.2
45-49	3.8	1.2	3.6	3.6
50-54	3.4	0.9	3.3	3.3
55-59	2.6	0.5	2.6	2.5
60-64	2.6	0.4	2.6	2.1
65+	4.3	0.5	4.3	2.3
Population	54,209,000	16,846,000	52,056,000	41,227,000

Source: Labour Force Survey 2013

**Figure 6.1.1: Distribution of working age population vs employed population, per 10 persons, in year 2013**



Source: Labour Force Survey 2013

A large number of working age population are unemployed, among them the rate is the highest among women at all age levels.

## 6.2 Employment by occupation and industry

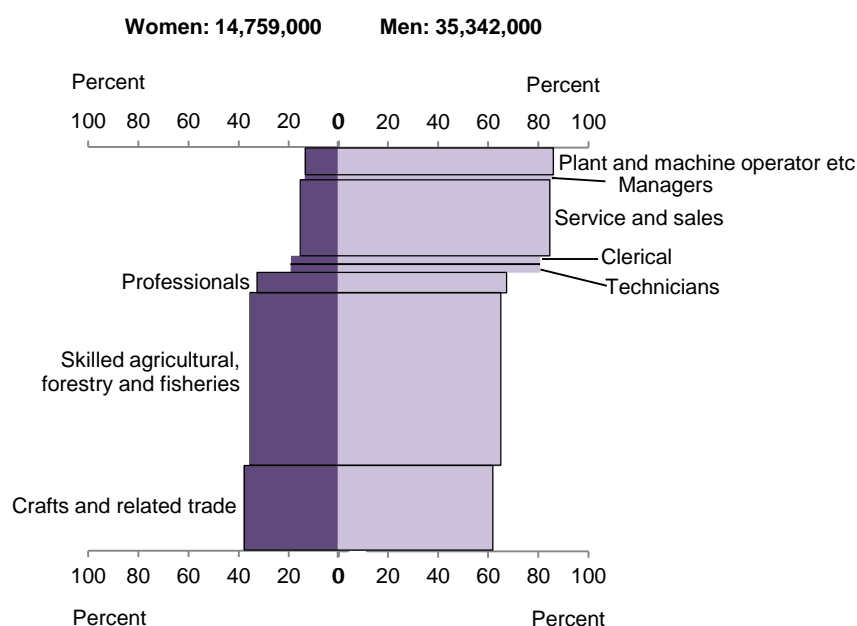
At all occupational levels, men are dominating with largest share in Managers and Plant and Machine operating occupations.

**Table 6.2: Employed population aged 15 and above, by occupation, year 2013**

Number and sex distribution		(in 000)			
Category	Percentage distribution		Sex distribution		
	Women	Men	Women	Men	
Managers	1	1	14	86	
Professionals	6	5	33	67	
Technicians and associate professionals	1	2	19	81	
Clerical	1	2	19	81	
Service and sales	10	23	15	85	
Skilled agriculture, forestry and fisheries	51	39	35	65	
Crafts and related trade	27	18	38	62	
Plant and Machine operators, and assemblers	3	8	14	86	
<b>Total, percent</b>	100	100	29	71	
<b>Total, numbers</b>	<b>14,759</b>	<b>35,342</b>			

Source: Labour force survey 2013

**Figure 6.2.1: Employed population aged 15 and above, by occupation, year 2013**



Source: Labour Force Survey 2013

At all occupational levels, men are dominating by 24 to 72 percentage points - with largest share (86%) in Plant and Machine operating occupations and Managers. Whereas compared to men, women are mostly engaged in crafts (38%) and then in agriculture, forestry and fisheries (35%).



## Conclusion

The report attempted to focus on the gap in girls and boys education participation in Bangladesh. The results found from the analysis are summarized below for the policy makers and users:

- Less than one third of the population in Bangladesh is less than 15 years of age and people aged 65 years and over constitute 5.1 percentage of the total population.
- Female's literacy rate is lower than the males for the last forty years. But both males and females literacy situation is improving and the gap between males and females are decreasing.
- The mean age at first marriage for the girls always happens at a lower age than boys.
- The employment size of Bangladesh is increasing over time and the percentage of women's participation in employment has increased more than the males.
- The gross enrolment rate of girls was higher than boys from 2010 to 2015.
- The net enrolment rate has increased from 2010 to 2015 for both boys and girls.
- Almost all students passed in the Primary Education Completion Examination (PECE) who attended in the exam.
- The overall dropout rate for both boys and girls has decreased significantly over the time but the girls' dropout rate was lower than boys during the mentioned period.
- Most of the dropout happened due to financial problem or not interested for having education. The first reason of dropout for girls was financial problem and for boys due to disinterest.
- The dropout rate is higher in grade 4 compared to the other grades in primary education.
- Percentage of female teachers has increased significantly over the period from 2010 to 2015 and female teachers are dominating in primary education.
- The participation rate of girls is higher than boys in secondary education during the period 2010 to 2015.
- The gross and net enrolment rate of boys and girls has increased significantly in almost at the same pace in secondary education.
- The completion rate of boys was higher than the girls in secondary education during 2011 to 2015.
- Drop out rate in secondary education is higher than the primary education and the girls drop out is higher than the boys.
- Most of the dropout in secondary education happened due to financial problem. First reason of dropout for girls was to do domestics chores and for boys was to support family income.
- In 2015, boys and girls dropout is highest in grade 8.
- Drop out in secondary education is decreasing over time.
- In secondary education, the percentage of male teachers is higher than the females and secondary education is dominated by male teachers.
- Male participation rate is slightly higher than the female in the upper secondary education.
- Gross and net enrolment rate in upper secondary education is lower than in primary and secondary level.
- Completion rate in upper secondary education is higher than the secondary level but lower than the primary level.
- The overall dropout rate in upper secondary education is lower than the secondary level and higher than the primary level.
- Male teacher are dominating in upper secondary education.

- Different gender based socio-economic, cultural barriers abstract girls to complete higher levels of education. Among them, child marriage, early motherhood and violence against women are some of the major obstacles and/or consequences.
- A child bride usually drops out of school and begins full time work in her in-laws house, where she often depends on husband and/or in-laws economical and mental support to continue her education.
- Marital fertility rate is the highest in the age group 15-19, the age when children usually complete secondary or upper secondary education.
- There is negative relationship between child marriage and levels of education.
- Completion of higher education reduced the rate of child marriage; the rate was considerably reduced to 31.7% at the upper (higher) secondary level, compared to the highest rate of 73.1% at 'no education' level.
- Correlation between child marriage and wealth status indicates that girls from better economic condition are less prone to child marriage.
- Higher education helps to reduce violence against women in intimate partner relationship. There is also progressive decrease of other forms of violence when she completes degree and above levels.
- Unemployed workforce comprised of high number of working age population, mostly women. And there is high inequality between women and men in different occupations.

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