Education and Millennium Development Goals

The research on the problems of Goal 2 and the importance of education, and about Action by

Students to Promote Innovation and Reform through Education Japan

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Abstract

In this research paper, authors focus on "Education". With this main theme, we make a brief assessment of Millennium Development Goals No.2 "Achieve universal primary education" and research on Goal2's problems, points which should be improved and so on. For example, out-of-school rate, the quality of education, etc. Then, we also research on an example of measures in Bangladesh for those tasks. By researching them, we have found out the importance, necessity or effectiveness of education. There are many interrelations between education and problems such as the poverty, women and children mortality, and so on. Because there are many interrelations, it is possible that education solves other problems. Also, there are many education styles and each of them has big influences on people. Action by Students to Promote Innovation and Reform through Education Japan's action is one of them, and is possible to solve the world issues in the future. We mention Action by Students to Promote Innovation and Reform through Education Japan because the authors are in this student organization and the organization is related to its main theme "Education".

Keywords: ASPIRE Japan, Bangladesh, Education, MDGs

This research paper focuses on the keyword "Education", and in a chapter on the assessment of Millennium Development Goals (MDGs), the topic is also "Education". Through the whole paper, the main theme is "Education".   To explain the reason why we wrote this paper with the keyword "Education", firstly, we need to introduce ourselves briefly because the contents or the theme have been decided by the group's policy which authors are in. This research paper is never completed without the explanation about us and it is necessary to explain about it at first.   The authors are one student organization, in other word, we belong to one student organization called Action by Students to Promote Innovation and Reform through Education (ASPIRE) Japan, and this student organization has been formed in J. F. Oberlin University which was invited to this time's contest.   ASPIRE is the organization which has begun as one part of activity of United Nations Academic Impact (UNAI), and some UNAI member universities in the world have ASPIRE.   At present, there is only one ASPIRE in Japan so ASPIRE in J. F. Oberlin University calls ourselves ASPIRE Japan. The name ASPIRE is consisted of 10 words "Action by Students to Promote Innovation and Reform through Education" and this is the purpose and the goal of ASPIRE.   Because J. F. Oberlin University is one of hub universities in the project UNAI, and is responsible for its first principle [1]"Commitment to the United Nations (UN) Charter", and we are in that university, the goal and purpose of ASPIRE Japan is also "Commitment to the UN Charter". However, we are students, and we think what ASPIRE Japan can or should do is

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[1] If we translate the principle of Japanese version, it would be "Promoting and achieving (coming true) the UN Charter"

something only students can do, something we can do because we are students. Therefore, what ASPIRE Japan do is actions by students to achieve UNAI principle No.1. Then, what are those actions? Briefly, that is "Education". As you can see from the name ASPIRE, "through Education", our actions are based on "Education". Our definition of "actions based on education" is, with pursuing any potential education has, opening and broadening people's minds and perspectives and stimulating them to have awareness for the reality of the world, through education. By doing so, we raise people's awareness as global citizens and promote peace, sustainability, settlement of conflicts and reducing poverty. Also, by providing opportunities and places for learning, we open people's potential. We call it "Global Citizen Education" and we think this kind of activities would be linked to our goal.   Because ASPIRE, ASPIRE Japan, UNAI and the fact that we are students, all of them are relative to "Education", we set "Education" as the basis of this research.   The purpose of this research is firstly, to strengthen the quality of education by focusing on MDGs Goal2 and making an assessment, raising tasks and groping the solutions of it. Then, with those things, we empower people and raise the quality of life. Finally, we increase the all achievement rates of MDGs and can reduce poverty, promote building social peace and order and create the sustainable society. The purpose is also to think about various styles, types of education by mentioning measures which have improved the tasks or problems. In the end of the paper, we mention ASPIRE Japan to introduce one style of education, and let people know about us and utilize it for further progress of global education.

1. Assessment of MDGs No.2 "Achieve universal primary education"

With UN MDGs annual reports and progress charts which were published by UN, we

analyze them and report the facts we can comprehend from them. As we stated above,

the student organization ASPIRE is deeply related to "Education" so we do a research

on "MDGs which is connected to the education", in the other words, "Achieve

universal primary education". We focus on this topic and report the facts and make the

assessment of it.   Figure 2 shows net enrolment ratio in primary education between

1990 and 2010 in both developing countries and developed countries. The red line,

developed countries has been keeping ratio comparatively high at around 95%, and the

difference between developed and developing countries is obviously big. However, the

blue line, the ratio of developing countries has been increasing gradually and has been

narrowing the gap. We subdivided and classified developing countries in figure 2 into

several regions based on MDGs progress charts, and made figure 3. At the beginning,

1990/1991, there were differences between each region's enrolment ratio, and

especially Sub-Saharan Africa, Southern Asia and Oceania, their rates were

comparatively low. However, you can see the fact that generally all regions fluctuated

but have been increasing their rates year by year, especially, Sub-Saharan Africa and

Southern Asia made remarkable improvements around 2000. As we stated, in

1990/1991, there was the big gap between each region but recently they have remained

close with each other and stable at the high percentage at over 90%, except Sub-

Saharan Africa and Oceania.　　　　We can see from those figures that the goal

"Achieve universal primary education" is almost there in almost of regions, and we can

say that this fact shows us how developing countries have been doing the best they can

and how other countries have been supporting it. Moreover, it means the achievements

of MDGs itself because their efforts were created by the project "MDGs".　　In

addition, not only the enrolment ratio in primary education but also the youth (15-24)

literacy rate increased from 83% to 89% within ten years between 1990 and 2009.

(2011 UN MDGs Report, P.19) The gap of literacy rate between men and women was

also narrowed from 90 women out of 100 men in 1990 to 95 out of 100 in 2010(2012

UN MDGs Report, P.19). This change clearly shows that MDGs Goal 2 is effective in

Goal 3 "Promote gender equality and empower women" and there is an interrelation

between them. Furthermore, Goal 2 "receiving education" will probably increase the

number of both employees and employers in the future so there is also an interrelation

between Goal 2 and Goal 1 "Eradicate extreme poverty and hunger". In other words, it

is possible that education solves various problems or tasks in the world, like a chain

reaction, and including the achievements of MDGs we stated above, we can say MDGs

and Goal 2 are extremely effective and valuable.　　　However, behind those results or

improvements, there are still various problems and tasks. Figures of enrolment ratio

make a good impression on us with its big ascent and stability. However, on the other

hands, there are still numerous out-of-school children in the world. The population of

out-of-school children was approximately 115 million in 1999. That population has

decreased almost by half so far, but as of 2010, 61 million children of primary school

age still cannot receive education, and it is one of the problems which has to be solved.

Also, over the half of 61 million, 33 million children are in Sub-Saharan Africa.

Although the remarkable improvement in the enrolment ratio was made, the ratio is

still comparatively low and it is necessary to keep making efforts. (2012 UN MDGs

P.17)   "In these regions and elsewhere, increased enrolment must be accompanied

by efforts to ensure that all children remain in school and receive a high-quality

education"(2005 UN MDGs Report p.4) "Universal primary education would be a

hollow achievement if the focus were simply on enrolment rather than on the

completion of primary education."(2012 UN MDGs Report p.18) These statements

show us that the quality of education (This means completion rate of primary

education and the quality of teachers in this paper) in Goal 2 "Achieve universal

primary education" is one of big problems, and is closely related to "out-of-school" too.

Figure 5 shows that each region has made progress in enrolment ratio and almost of

them are "High enrolment", but in Figure 6, there are many yellow boxes which mean

"Progress insufficient to reach the target if prevailing trends persist", and it says almost

all regions are not approaching the goal in the real meaning. The reason why there is a

big gap between two figures is because other indicators of MDGs Goal 2 "Proportion

of pupils starting grade 1 who reach last grade of primary" and "Literacy rate of 15-24 year-olds, women and men" are still low. "Achieve universal primary education" will never be accomplished without improving the quality of education and fulfilling the gap.   Also, women, children who live in rural areas or are poor tend to be out-of-school, and this is also connected to the problem of the quality of education.

Figure 7 shows percentage of lower secondary age children out of school between 2005 and 2010 and it is not about primary school age children, but as you can see from the figure in [2]the UN MDGs report 2008, p.13, the fact that females, children who are from rural areas or poor households tend to leave the school, is the same as figure 7.   Because the Goal 2 has been making progress partially, one new problem has emerged. That is the increase of the demand for secondary education. [3]For some countries with limited resources, especially in Sub-Saharan Africa, this is a burden. In that region, approximately one quarter of children who graduated from primary schools do not enter secondary school. As of 2010, 71 million young adolescents (12-15), the children who should receive secondary education out of school in the world. This demand would be bigger and will become a new major task.

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[2] UN MDGs Report 2008
<http://www.un.org/millenniumgoals/2008highlevel/pdf/newsroom/mdg%20reports/MDG_Repo
rt_2008_ENGLISH.pdf>

[3] UN MDGs Report 2012 p.18
<http://www.un.org/millenniumgoals/pdf/MDG%20Report%202012.pdf>

We mentioned several problems or tasks behind MDGs but it is also true that

MDGs promotes people to make changes. There are always problems anywhere, and

how we tackle them is important, and as for the project MDGs, it has provided

opportunities to consider about problems and measures, and to solve them. Therefore,

we evaluate it that its effectiveness and its worth are considerably important for the

world.   However, we still need to tackle the problems to accomplish the real goals.

In the next chapter, we describe causes of the problems we stated above. Then, we

show one example of measures which solved the problems.

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http://www.un.org/millenniumgoals/pdf/2016_Progress_E.pdf

2.   The causes of problems in MDGs Goal 2

In the last chapter, we described the assessment and the problems of MDGs. This chapter describes the causes of the problems and by knowing them, we find out clues for the solutions.   Here we provide major problems we stated so far.   "The enormous population of out-of-school children" "The quality of education" "The tendency that girls, children from rural areas or poor households will be out of school" "The increase of the demand for secondary education"   We found out some causes of the first problem. Firstly, the poverty is the main cause because the interrelation between poverty and out-of-school is obviously strong, and also a vicious circle exists. Even if all school fees are free, there is a situation that children have to

work for their life and families instead of going to schools if they are poor. There are

some parents who think education is not so important and this is also the cause, but

Amartya Sen shows the interesting case in his book. (著者アマルティア・セン　訳

者東郷えりか『人間の安全保障』2006 年 1 月 22 日　第 1 刷発行　集英社新書

P.11　L.6) He says he noticed that even though families are in extreme poverty, many

parents want children (irrespective of gender) to receive basic education because the

parents encounter difficulties and do not want children to experience them. However,

there are many obstacles and being in a poor household is one of them, Sen says.

In short, the cause called poverty takes away opportunities of education.

Also, conflicts, political instabilities or disease take away the opportunities too. As

for one of famous diseases AIDS, if parents were infected with AIDS, children would

stop going to school to work or take care of parents, and if parents died, they would

drop out. Not only parents but also teachers are often diagnosed with AIDS. Then,

students lose their teachers and the balance between the numbers of students and

teachers will be unstable, this has a bad influence on the quality of education.

Education is really necessary for those problems such as conflicts, political

instabilities, diseases and so on because these would be solved or improved by

education. Amartya Sen thinks that not only medical knowledge but also basic

education is essential to deal with diseases. (著者アマルティア・セン　訳者東郷え

りか『人間の安全保障』2006 年 1 月 22 日　第 1 刷発行　集英社新書 P.15

L.11)　　　Next, we describe the cause of out-of-school from the perspective of

schools. In some regions, schools are lack of teacher, classroom, textbook and so on,

and also because school systems are chronically underfinanced and underresourced, it

is difficult to manage the schools. Then, schools cannot provide a high-quality

education and as for students, they graduate or drop out without receiving sufficient

and appropriate education. (UN MDGs Report 2009 P.16 L.33)

This is one instance from a book and the real story. [4]In some developing countries,

enrolment rate has increased but the number of students per one classroom has also

increased, and in Sub-Saharan African countries, 70 or 100 students were in a normal

classroom, so students share their textbooks, chairs, desks and so on. In this kind of

situation, it is extremely difficult to improve the quality of education.　　　Regarding

the quality of education, not only "the lacks" but also "the quality of teachers" is one

major cause. [5]Takako Chiba describes in her book that many researches or reports

show that the quality of teachers in developing countries are evaluated lowly. She

shows some examples of low evaluation such as "they can not have a lesson well"

"students are just copying the words on a blackboard" "they have no zeal" "they are

[4,5,6] 千葉たか子(2003)『途上国の教員教育──国際協力の現場からの報告──』株式会社国際協力出版社。

into side businesses" and she says [6]"The most important thing to improve the quality of

education in developing countries is to improve the quality of teachers.".   She also

mentions some of reasons for the lowness of quality of teachers, and the facts that

many teachers have not completed formal teacher training courses or are unlicensed

seem the biggest reasons. Teacher training organizations do not work well and many

people cannot complete their courses, and it lowers the quality of lessons or teachers,

she describes.   By providing high quality of education, making up for various

lacks, the population of out-of-school children will be decreased and then, completion

ratio in primary education will be increased.   As you can see from figure 7, girls

tend to be out-of-school more than boys in any segments, and empowering women

seems still not enough. If women are empowered more and education opportunity and

employment opportunity increase more, not only Goal 2 but also Goal 3 will be

achieved, and the economy will probably grow too. If educated women become

mothers, their children will be brought up healthfully and infant mortality rate will be

decreased. Not only endeavors of the countries concerned but also financial aids or

technical assistances from the other countries are needed to solve the all problems

including "The increase of the demand for secondary education" because they often

stem from having been underfinanced. In other words, various assistances are

necessary to achieve Goal 2.　　　　We can see that many problems are closely connected with education. When we try to tackle those problems, education is essentially important. In other words, MDGs Goal 2 has to be completed, and to complete it, we must tackle the problems stated above, and even after 2015, we must keep making efforts for spread of education and the increase of quality of education.

3.　The example of measure against problems

This chapter introduces a Bangladeshi measure against some problems in the second chapter. Firstly, we mention the relation between the poverty and education in Bangladesh, and then we show the alternative education style which solved problems in MDGs Goal 2.

Here we state the reason why we chose Bangladesh as the subject. In Bangladesh, there are numerous people who cannot receive supports against the poverty or education because of the instability of government or the lack of administrative services. Therefore, many Non-Governmental Organizations (NGO) support those people, and have been tackling the reduction in the poverty and the spread of education. Because we can say that their activities contribute the achievement of MDGs and the fact that it is comparatively easy for normal people to get involved in NGOs' activities seems appropriate to explain about "Global citizen education" of ASPIRE Japan in the end of paper, we chose Bangladesh.

I.　Basic information of Bangladesh and the background which is related to MDGs

Bangladesh became independent from India as East Pakistan in 1947, and became

independent from Pakistan as Bangladesh in 1971. Bangladesh has a total area of

144,000km^2, and its population is 152,500,000.

The access to safe water has been one task since well water containing arsenic was

found out in 1993. Regarding politics, under the bipolar opposition structure between

Bangladesh Nationalist Party and Awami League (Bangladesh People's League), political

corruption or corruptions in laws and the social order are spreading, and its economic

growth or development seem to be limited by those problems. Also, "Hartal" is one of

serious problems for people. Hartals are antigovernment movements to the ruling party by

opposition parties and it is sort of general strikes, but Hartals hit not only people's lives but

also poor people directly. They are obviously obstacles for investments and education.

Bangladesh's Gross Domestic Product (GDP) is approximately 450 United States Dollar

(USD) per one person, and is categorized as one of Least Developed Countries by UN.

II.   Range and transition of the poverty

As you can see from figure 8, the poverty in Bangladesh exists more in rural areas than

urban areas, and the data in 1991/1992 shows over half of the people were in poverty

nationwide, and many of them had been living in the subsistence level. Poverty

reduction has been promoted with government's measures, assistances from other

countries and NGO's support, but the poverty ratio is still high and effective measures

are still needed.   Progresses of skill or productivity seem to have a good influence

on poverty reduction. However, the poverty still remains in the remote areas where are

not appropriate for agriculture or the areas where access to the transportation,

electricity and other infrastructures is limited, and in households with female family

head, etc. In urban areas, the limited employment opportunities, bad condition of

health or bad sanitation make livings in slums of urban areas worse than livings in

rural areas. Literacy has a big influence on the poverty, when a head of family is

illiterate, the poverty ratio is comparatively higher than literate's one so there is

interrelation between literacy rate and the poverty.

III. Education in Bangladesh

The education system of Bangladesh is divided into three levels, the first one is

primary, next is secondary, and next is higher education. Of course, people have

options to go to university. In 1990, the primary education became compulsory, and

was established nationwide in 1994. Also, Muslim schools, Madrasas are recognized

as one of formal education. Regarding MDGs achievements, its enrolment ratio has

remarkably increased from 60.5% in 1990/1991 to 94.9% in 2010. However, about one

third of students drop out and cannot graduate so further efforts seem necessary. The

reasons for the low enrolment ratio in the past are such as bad accesses to schools,

lowness of recognition for the importance of education by both children and parents,

having been underfinanced, child labor and so on. Child labor, poor quality of teachers,

living in a poor household or cost except tuition fee are some reasons for current

dropping out.   Non formal education tackles and solves those problems. Non

formal education is for those who cannot receive formal education such as poor people,

handicapped people and so on. Non formal education can be classified into two types,

one exists as the bridge to formal education and as for another one, students can

receive education just like formal education. Non formal education became famous in

"Education for all" in 1990, and now it is done by many organizations including NGO.

IV. Non formal education by NGO

We describe activities of NGOs which one of authors has seen and experienced in

Bangladesh. Firstly, we mention activities of Bangladesh Rural Advancement

Committee (BRAC). BRAC is a local NGO but works globally, and has been doing

supports in various ways to reduce the poverty or to develop people's potential. We

focus on "education" in its activities. BRAC founded a primary school for the first

time in 1985 and its non formal education has started. Since then BRAC has founded

primary schools in areas where there are many poors or where there is no primary

school and the access is bad. The number of the school increases and as of 2010, there

are 31,670 schools in the world, and 4,660,000 boys and girls have graduated the

primary schools so far. The relationship between BRAC and the government was

strengthened and now students who graduated from primary school can take an exam

for the scholarship of government's secondary school. Potential of non formal

education was also strengthened. In addition to those achievements, BRAC also

provides other types of education. For example, they teach people who cannot

participate in economic activities the methods of funds use with microcredit so they

will be able to participate in it easily. Moreover, they teach about the environment,

sanitation, medicines or diseases, and by teaching them, BRAC contributes to the

reduction of poverty or mortality rate.   Next, we mention support to disabled

people of Poverty Alleviation through Participatory Rural Initiatives (PAPRI). PAPRI

also does various supports but this time we mention only one on them. PAPRI has

started teaching about disabilities to communities to empower disabled people because

people do not really know about them and disabled people often tend to be isolated. By

teaching about it and empowering them, we can improve disabled people's potential

and qualities of life.   As you can comprehend from this paper, "Education"

strengthens and broadens potentials people essentially have, and at the same time, it

improves the quality of life. However, the poverty impedes the spread of education,

and this impeding makes further poverty, and now we can see the vicious spiral. What

we have to do is, maybe by using the measure "Education", cut the chain of bad off,

and pursue people's potential.

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調査協力団体

● BRAC (Bangladesh Rural Advancement Committee) http://www.brac.net/
● PAPRI(Poverty Alleviation through Participatory Rural Initiatives) http://www.papri.org/
● 特定非営利活動法人シャプラニール＝市民による海外協力の会 http://www.shaplaneer.org/

4. The importance of education

The example in the last chapter is not a normal education style which is led by the

government, but was the alternative education style which is led by NGOs. Its quality

of education is almost equal to the education led by the government, and that education

style has got many results. The examples show us alternative styles of education and

also, there are many more styles and sorts such as education to teachers, job training,

human resource development, inter-cultural communication, peace and human rights

education and so on. All of them make people's life rich and add more choices to their

life.   [7]World Plan of Action on Education for Human Rights and Democracy

states [8]"Learning is not an end in itself but rather the means of eliminating violations

of human rights and building a culture of peace based on democracy, development,

tolerance and mutual respect.". Also, [9]Commission on Human Security states [10]"Basic

education and literacy are vital not only for productivity and job skills but also for

empowering students, keeping them safe and giving them a broader world view." and

"Universal primary education, as well as being a fundamental human right, is a

tremendously important investment for human security.". These all certify how much

education is important. The importance of education is various so the range of

influence is wide and its effectiveness is strong.

5.   ASPIRE Japan

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[10] ttp://reliefweb.int/sites/reliefweb.int/files/resources/91BAEEDBA50C6907C1256D19006A9353-chs-security-may03.pdf HUMAN SECURITY NOW p.140

"Education" is one of the most important topics in Post MDGs. We are not sure whether Post MDGs includes education or not, but it is sure that "Education" is always important for all the people in the world.   We describe ASPIRE Japan again in this chapter. What ASPIRE Japan does is "Education" that we realized the importance and potential again through this paper, and we try to accomplish our goal with education. Education we mean in our activities is a sort of human resource development, and the human resource we try to produce is so-called global citizens, and is people who are interested in and understand about world issues and different cultures well even if they do not choose jobs related to international ones. These people are capable to tackle and solve the problems around the world in the future. We are planning to have a forum, workshop, discussion, something provides "place" to learn something or share their knowledge, as our activity. If someone begins to be interested in the world issues through our activities or by being a member of ASPIRE Japan, we can say ASPIRE is worthy.

6.   Conclusion

Now, you know the poverty makes the quality of education worse, and the poverty gets worse and worse if there is no education. In short, there is the interrelation between them. Therefore, for the poverty reduction and achievement of MDGs, we need to realize the importance of the invisible benefit "Education" again, and have to work on the spread of
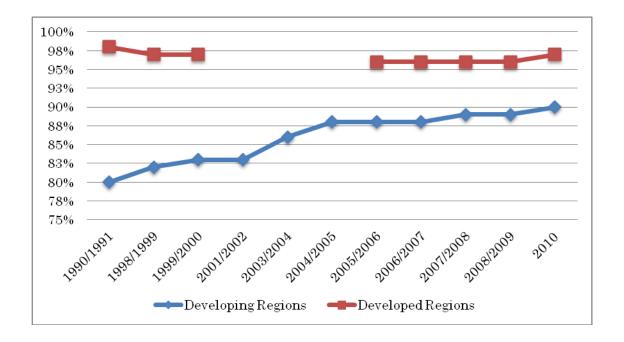
education, achieving universal education and improvement of its quality. And for those

things, not only endeavors of countries concerned but also assistances from other countries

are necessary, and it depends on people's awareness how many people assist and how

widely the assistances spread. Therefore, we will let people realize that each of them is

one global citizen. If people begin to think about the world issues, and begin to face and
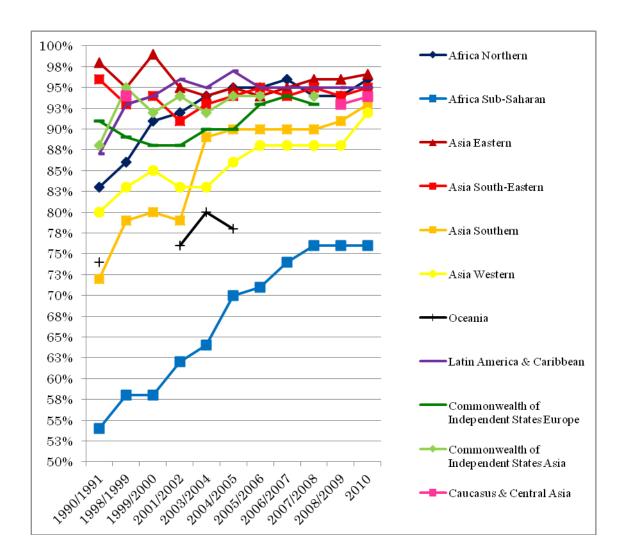
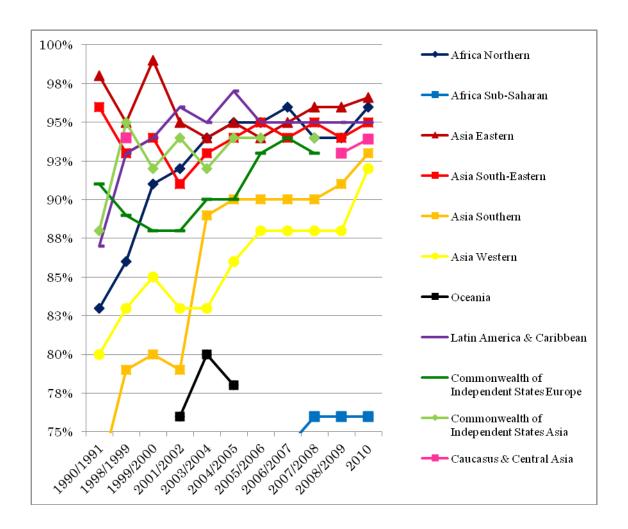tackle them, it will be a tremendous help to the world.

References

Figure Legends

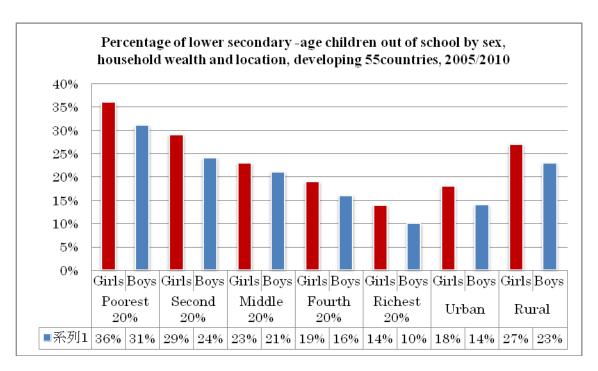|	Africa		Asia				Oceania	Latin America & Caribbean	Commonwealth of Independent States		Caucasus & Central Asia	Developing Regions	Developed Regions
	Northern	Sub-Saharan	Eastern	South-Eastern	Southern	Western			Europe	Asia			
1990/1991	83%	54%	98%	96%	72%	80%	74%	87%	91%	88%		80%	98%
1998/1999	86%	58%	95%	93%	79%	83%		93%	89%	95%	94%	82%	97%
1999/2000	91%	58%	99%	94%	80%	85%		94%	88%	92%		83%	97%
2001/2002	92%	62%	95%	91%	79%	83%	76%	96%	88%	94%		83%	
2003/2004	94%	64%	94%	93%	89%	83%	80%	95%	90%	92%		86%	
2004/2005	95%	70%	95%	94%	90%	86%	78%	97%	90%	94%		88%	
2005/2006	95%	71%	94%	95%	90%	88%		95%	93%	94%		88%	96%
2006/2007	96%	74%	95%	94%	90%	88%		95%	94%			88%	96%
2007/2008	94%	76%	96%	95%	90%	88%		95%	93%	94%		89%	96%
2008/2009	94%	76%	96%	94%	91%	88%		95%			93%	89%	96%
2010	96%	76%	96.60%	95%	93%	92%		95%			93.90%	90%	97%

Figure 1:

		Africa		Asia				Oceania	Latin America & Caribbean	Commonwealth of Independent States		Caucasus & Central Asia
		Northern	Sub-Saharan	Eastern	South-Eastern	Southern	Western			Europe	Asia	
2008	Enrolment	High	Low	High	High	High	Moderate	—	High	High	High	
2009	Enrolment	High	Low	High	High	Moderate	Moderate	—	High	High	High	
2010	Enrolment	High	Moderate	High	High	Moderate	Moderate	—	High	High	High	
2011	Enrolment	High	Moderate	High	High	High	Moderate	—	High			High
2012	Enrolment	High	Moderate	High	High	High	High	—	High			High

Goal2:Achieve universal primary Education

Universal primary scholing

		Africa		Asia				Oceania	Latin America & Caribbean	Commonwealth of Independent States		Caucasus & Central Asia
		Northern	Sub-Saharan	Eastern	South-Eastern	Southern	Western			Europe	Asia	
2008	Color	Plae Green	Yellow	Red	Pale Green	Pale Green	Yellow	—	Yellow	Pale Green	Yellow	
2009	Color	Plae Green	Yellow	Red	Yellow	Pale Green	Yellow	—	Yellow	Pale Green	Yellow	
2010	Color	Plae Green	Yellow	Yellow	Yellow	Pale Green	Yellow	—	Yellow	Pale Green	Red	
2011	Color	Green	Yellow	Green	Yellow	Yellow	Yellow	—	Yellow			Red
2012	Color	Green	Yellow	Red	Yellow	Yellow	Yellow	—	Yellow			Red

(green)	Already met the target or very close to meeting the target. Or Target already met or expected to be met by 2015. (2011&2012)
(pale green)	Progress sufficient to reach the target if prevailing trends persist.
(yellow)	Progress insufficient to reach the target if prevailing trends persist.
(red)	No progress or deterioration.
(black)	Missing or insufficient data.

Percentage of lower secondary –age children out of school by sex, household wealth and location, developing 55countries, 2005/2010

系列1	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
	Poorest 20%		Second 20%		Middle 20%		Fourth 20%		Richest 20%		Urban		Rural	
	36%	31%	29%	24%	23%	21%	19%	16%	14%	10%	18%	14%	27%	23%

Percentage		1991/92	1995/96	2000	Comparator
Poverty rate A（upper poverty line）Head-count ratio - Cost of Basic Needs	Nationwide	58.8	51.0	49.8	
	Urban	44.9	29.4	36.6	
	Rural	61.2	55.2	53.0	
Poverty rate B（lower poverty line）Head-count ratio - Cost of Basic Needs	Nationwide	42.7	34.4	33.7	
	Urban	23.3	13.7	19.1	
	Rural	46.0	38.5	37.4	
Poverty rate C（2,122 kcal/ a day）	Nationwide	47.5	47.5	46.5	44（'90)
	Urban	46.5	49.7	53.0	40（'98)
	Rural	42.6	47.1	44.8	

Poverty rate D (1,805 kcal/ a day)	Nationwide	28.0	25.1	24.4	
	Urban	26.3	27.3	27.3	
	Rural	28.3	24.6	23.7	

Bangladesh: Progress in Poverty Reduction 2002. The comparator is the average of 5 Southern Asian countries