

Children's Worlds National Report

BANGLADESH



Dr. Haridhan Goswami¹

Dr. M. Ibrahim Khalil²

Prof. Bijoy Krishna Banik³

Department of Sociology, Manchester Metropolitan University, United Kingdom ¹

Department of Sociology, Govt. B.M. College, Barishal, Bangladesh ²

Department of Sociology, University of Rajshahi, Bangladesh ³

1. Introduction

This report presents the results from the Children's Worlds 3rd Wave of survey which was conducted for the first time in Bangladesh in 2018. The aim of the report is to give a brief descriptive overview of what Bangladeshi children told us about their life in the country for the first time in an international comparative survey, which asked similar questions to children from over 40 countries in Europe, Asia, Africa, South America, North America. Results of more in depth analysis of data focusing particular aspects of children's life in Bangladesh and comparing the results with those from other participating countries in this international project will be presented separately in future. This report will first describe the context of children's lives in Bangladesh. It will then briefly explain the survey methodology especially the sampling which will be followed by descriptive results. The report will be concluded by highlighting some key findings and describing further plan for disseminating survey findings.

1.1 Context and population

Bangladesh, a relatively new country in South Asia, has become independent in 1971. Although most of its land is flat, the significant feature of the landscape is the extensive network of large and small rivers that are of primary importance in the socio-economic life of the nation. The country covers an area of 147,570 square kilometers with a huge population of above 161 million making it one of the most densely populated (1077 people per square km) countries in the world. Having almost 28% people below 15 years old and another 20% in 15-24 years, it is can be characterized as a youth populated country as nearly half of the country's population is below 25 years old.

The majority of the people are Muslims (around 89.35%) and the rest are Hindus (9.64%), Buddhists (0.57%), and Christians (0.27%), while other minorities constitute a small portion (0.17%). Although Bengali are the main ethnic group (98%), there are almost 2% ethnic minority people who speak non-Bengali and have their own customs and tradition. Almost 34% people live in urban areas and literacy rate (15 years and above who can read and write) in the country is 61%.

Although agriculture is still the dominant mode of production, the recent development of commercial non-farm agriculture, such as poultry and dairy, and the ready-made garment industry has led to the migration of a large section of the population to large cities and/or overseas for economic and other reasons. Bangladesh is aiming to achieve the status of a middle-income country by 2024 from its least developed status, and its per capita income is \$1,900 and GDP per capita is US \$1,698. However, income inequality at national level has been increasing in the last few decades.

Administratively, the entire country is divided into five layers: *Bibhagh* (division), *Zila* (district), *Upazila* (sub district), *Union*, and *Ward*. At present, there are 7 divisions, 64 districts, 483 *Upazilas*, 4,498 unions, and 40,482 wards.

Family and child policies

In order to reduce population pressure in Bangladesh, family planning remains one of the top priorities in the fourth Health Sector Programme 2017-2021, as a path toward achieving the Sustainable Development Goals. In 2011, Bangladesh Govt. introduced National Children Policy in which individuals under 18 are defined children and those between 14 and 18 years of age further defined as adolescents. The National Children Policy promises to ensure child rights, alleviate child poverty, and eliminate all forms of child abuse and discrimination and promote participation of the children and accept their views into consideration in overall protection and, in the best interest of the children. According to the Bangladesh constitution, every child has basic rights to have primary education at free of costs. Bangladesh laws prohibit marriage before age 18 for girls and age 21 for boys. However, girl marriage at earlier ages is still prevalent here.

Child labour in Bangladesh is common, with 4.7 million or 12.6% of children aged 5 to 14 in the work force. In 2006, Bangladesh passed a Labour Law setting the minimum legal age for employment as 14. Nevertheless, the enforcement of such laws appears to be challenging in Bangladesh because 93% of child labourers are employed in the informal sector such as small factories and workshops, on the street, in home-based businesses and domestic employment.

Education system

A four-tier education system exists in Bangladesh and it is still dominated by the British education system introduced in colonial period. Usually at age 5, children start primary education for 5 years and then move into secondary school for another 5 years. After secondary education, students enter into college for two years and go to university or approved colleges for their undergraduate and master's degree. Currently, the education system is heterogeneous and complex; many systems of education have been permitted to develop and exist side by side. The formal education has three main streams: Bengali-medium general education, English-medium education and religion-based education.

Bangladesh has made tremendous improvements in increasing the accessibility to education as the net enrolment rate is respectively 97.96% and 67.84% for primary and secondary level. Moreover, slightly over a half of the students at both primary and secondary levels are females, suggesting that Bangladesh has achieved gender parity for educational access in both early stages of education.

Family environment

There has been a dramatic change in family structure as nuclear families are becoming a norm due to a number of factors including urbanization, use of tools in agriculture and development of non-farming sectors. Because of patrilineal system, very low welfare support, and high dependency on families to care elderly, boys generally receive more opportunities than girls do, as they are perceived as future breadwinners for families.

Everyday life

Schoolchildren are mostly busy with their studies. Children in general or religious education start at 10am and finish at 4pm whereas the English medium schools start at 8 or 9am and finish at lunch or afternoon depending on level of study. Children are usually busy with their homework. In addition, they spend most of their 'out of school time' for private tuition, learning Quran recitation, music and drawings. They hardly find extra time for play especially those who are living in towns and cities.

Unequal childhoods

Childhood inequality in Bangladesh is evident in key aspects of children's life and influenced by a number of factors including gender, location, region, wealth, ethnicity, religion. According to 'End of Childhood Report 2018' by Save the Children, Bangladesh scored 701 out of a possible 1,000 points – representing a 21-point improvement, the biggest increase for any country in South Asia – primarily due to one factor: more Bangladeshi children now remain in school. However, it is still ranked a disappointing 130th out of 175 countries. The ranking was based on an index which was constituted from seven factors: under-5 mortality, school dropout rate, child labour, violence against children, child malnutrition, child marriage, and adolescent pregnancy. According to the report (Save the Children, 2018), more than a third of children under 5 still suffer from stunting, 44% of teenagers are married before they turn 20, and nearly 3.5% of children do not survive their fifth birthday. According to UNESCO data, Bangladesh's dropout rate for school children has gone down by 36% over the past five years. Despite the progress in primary education, many children are still outside the formal school system.

Children rights

Bangladesh signed and ratified the United Nations Convention on the Rights of the Child in 1990. Although Children Act 1974 and National Child Policy 2011 were introduced in Bangladesh to ensure overall protection of the children and their rights, around 70 percent births are not registered yet. Corporal punishment of children appears to be rooted in Bangladesh culture as it is still used to bring discipline in classroom and other aspects of children's lives. Although children's involvement in economic activities has been reducing, a large number of children from agricultural and lower social class backgrounds are directly engaged in income earning activities.

1.2 Sampling: Strategy and outcome

Study area and sampling

The survey was conducted in three cities in Bangladesh: Barishal, Rajshahi, and Moulvibazar. Sampling frame contained all mainstream primary and secondary schools within the city corporation boundary in Rajshahi and Barishal and Sadar Thana boundary in Moulvibazar. Schools were selected randomly from the list of all schools in each region. In total, 56 schools (out of which 36 primary and 20 secondary) were selected for this survey. Table 1 shows the breakdown of schools by their types in three locations.

Table 1. Distribution of primary and secondary schools included in the sample by region

Region	Primary schools		Secondary schools	
	Total school	Sample school	Total school	Sample school
Barishal (City Corporation area)	79	10	35	8
Rajshahi (City Corporation area)	189	15	25	5
Moulvibazar (Sadar Thana)	59	11	57	7
Total	327	36	117	20

Sample size

From these schools, children studying in class three and five (in primary school) and seven (in secondary school) were included in the sample. The average age of children, when they start these classes (levels) are respectively 8 years, 10 years and 12 years. Usually all children of targeted age groups/classes (e.g., class III, V or VII) were included. However, if a school was large (usually secondary schools) with multiple sections/groups in same class (year group), then one section was randomly selected from that class. If selected school was a single sex, then the next school was selected from the opposite sex to maintain gender balance in the sample. Almost equal number of children was included in the sample from each age category. The total number of children who completed the survey was 3,090. Table 2 shows the distribution of children by year group/class, school type, and regions.

Table 2. Distribution of sample by year group, school type, and region

Region	Primary school students		Secondary school students	Total
	8 years old	10 years old	12 years old	
	(Class 3)	(Class 5)	(Class 7)	
Barishal (City Corporation area)	350	352	361	1063
Rajshahi (City Corporation area)	341	330	351	1022
Moulvibazar (Sadar Thana)	340	332	333	1005
Total	1031	1014	1045	3090

Data collection instrument

English version of questionnaire (prepared by Children's Worlds) was translated into Bengali by using back translation method. Bengali questionnaire was first piloted among 300 children in 2016 and modified accordingly based on the pilot test results. Three separate version of questionnaire was prepared for three age groups of children: 8, 10, and 12 years old. Children received a printed copy of the questionnaire and completed it in their class. Because of their cognitive ability, eight years-old children answered a shorter questionnaire, which also had fewer response options for some questions compared to older groups. On average, eight years old needed 50 minutes, ten years old 45 minutes and 12 years old 40 minutes to complete the survey. Questionnaire was read out to the children in class three (year 8).

2. Results

2.1 The participants

Age and gender

Table 3 presents age and gender distribution of the children who took part in the survey. It is observed that slightly higher number of girls (55%) participated in the survey. Although the survey aimed to gather equal number of children from the three age groups, ten years old children (who usually study in class five—the final year in primary school) were slightly less than the other age groups: 12 years old who usually study in class seven—the second year in high school and 8 years who usually study in class 3 in primary school.

Table 3. Distribution of children in the survey by their gender and age (%)

	8 year-old	10 year-old	12 year-old	Total
Boy	471 (46.0)	459 (46.0)	456 (44.0)	1386 (45.3)
Girl	554 (54.0)	536 (54.0)	586 (56.0)	1676 (54.7)
Total	1025 (100)¹	995 (100)²	1042 (100)³	3062 (100)

¹ Missing cases = 6; ² Missing cases = 19; ³ Missing cases = 3.

2.2 Home type and the people children live with:

In order to understand the context of children's life, the survey asked about the people who children live with. Almost 97% of them were found to live with their family (Table 4). Among the rest, around 2% reported to live with relatives, a few with non-relatives and in children's home run either by NGOs or by Government.

Table 4. Type of home children live in (%)


Home type	Number of children (%)
I live with my family	2981 (96.7)
I live in a children's home run by Govt.	11 (0.3)
I live in a children's home run by an NGO	2 (0.0)
I live with a relative's family	84 (2.7)
I live with a non-relative's family	4 (0.0)
Total	3082 (100.0)¹

¹ Missing cases = 8

The survey also asked children to rate the level of satisfaction with the people they live with. Eight years old answered the question on a five-point emoticons scale: very unhappy face to very happy face. However, ten and twelve years old expressed their opinion on an eleven-point rating scale: zero (not at all satisfied) to ten (completely satisfied). Results of data for eight years old in Table 5 suggested that almost six out of ten children were very happy with the people they live. Overall, children of other age groups (ten and twelve years old) also reported to be very happy (59%) with the people they live with.

Table 5. Children's responses to question on satisfaction with the people you live with (%)

8 year old

Satisfaction with ...					
The people you live with (N = 1025) ¹	1.9	0.7	5.3	28.6	63.6

10 & 12 year old

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
The people you live with (N = 2051) ²	0.4	0.3	0.4	0.3	1.4	4.6	4.7	5.9	9.6	13.6	58.7






¹ Missing cases = 6; ² Missing cases = 8

2.3 The home where children live

In the survey, children were asked about their perceptions of their home. Table 6 summarizes the results. Although most of the children from all three age groups reported to be happy with the house or flat where they live, almost one in ten were found to have certain degree of unhappiness this regard. Although asked only to older groups (ten and twelve years), almost nine out of ten children answered positively to the question on availability of a place in the house or flat where they can study.

Table 6. Children's responses to question on satisfaction with their house or flat (%)

8 year old

Satisfaction with ...					
the house or flat where you live (N = 1028) ¹	2.0	2.0	4.9	32.7	58.4

10 & 12 year old

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
the house or flat where you live (N = 2049) ²	1.2	0.6	0.7	1.1	2.0	5.8	4.0	6.9	11.3	12.3	54.3






¹ Missing cases = 3; ² Missing cases = 10

2.4 Friends

With regard to friends, almost nine out of ten children from eight years old group reported to be happy or very happy. Although we see similar trend among older groups (47.6% scored the highest scale of 10 in satisfaction with friends scale), the picture is slightly different for them as almost 14% scored in the mid-point or below in the eleven-point scale (Table 7) suggesting a degree of unhappiness in this aspect of their life.

Table 7. Children's responses to question on satisfaction with friends scale (%)

8 year old

Satisfaction with ...					
Your friends (N = 1031) ¹	1.7	1.7	4.8	33.0	58.9

10 & 12 year old

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Your friends (N = 2051) ²	0.8	1.0	0.9	1.3	2.4	7.9	4.9	7.2	12.3	13.6	47.6






¹ Missing cases = 1; ² Missing cases = 8

2.5 School

We asked children in Bangladesh to evaluate their school life by rating their satisfaction with three aspects of school: life as a student, things they learned at school and other children in their class. By scoring at the highest level (Table 8), children in all three age groups seemed to very happy with their life as students and things they learned. However, they reported to be less happy with other children in their class when compared with the other two aspects of school life.

Table 8. Children's responses to questions on satisfaction with school related issues (%)

8 year old

Satisfaction with ...					
Life as a student (N = 1024) ¹	2.2	2.1	4.4	26.6	64.6
Things you have learned (N = 1026) ²	1.5	1.1	2.4	22.5	72.5
Other children in your class (N = 1024) ³	2.5	2.8	8.2	39.6	46.8

10 & 12 year old

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Life as a student (N = 2051) ⁴	0.3	0.3	0.3	1.4	0.9	3.4	3.3	5.1	10.9	13.3	60.9
Things you have learned (N = 2047) ⁵	0.2	0.2	0.3	0.6	1.1	2.0	3.3	5.7	8.4	14.6	63.6
Other children in your class (N = 2050) ⁶	2.0	0.9	1.6	2.2	4.5	9.9	8.7	9.6	12.3	12.4	36.0

¹ Missing cases = 7; ² Missing cases = 5; ³ Missing cases = 7; ⁴ Missing cases = 8; ⁵ Missing cases = 12; ⁶ Missing cases = 9

Being bullied

Bullying at school was examined by asking children to report the frequency of experiencing three types of behavior from other children in school. Their response (over 70% never experienced) to those three aspects in Table 9 suggested that majority of the children did not experience this negative kind of behavior. However, almost one quarter reported to be hit by or the victim of unkind name-calling or left out by other children at least once in previous month.

Table 9. Children's (all age groups) responses to questions on being bullied (%)

How often:	Never	Once	Two or 3 times	More than three times
Hit by other children in your school (N = 2874) ¹	73.6	16.2	6.1	4.1
Called unkind names by other children in your school (N = 2756) ²	75.4	14.0	5.4	5.2
Left out by other children in your class (N = 2787) ³	81.4	11.6	3.7	3.2






¹ Missing cases = 216; ² Missing cases = 334; ³ Missing cases = 303.

2.6 The area where children live

To gather their views about local area, children were asked to report how happy they were with the area where they lived. Majority (almost 62%) of the younger group (8 years old) appeared to be happy with their local area (Table 10). Similar picture was found among older groups (almost 60% scored 9 or 10 in eleven-point scale). However, around one in ten children scored mid-point or below in the scale suggesting they had certain degree of dissatisfaction with the area where they lived.

Table 10. Children's views about local area (%)

8 year old

Satisfaction with ...					
The area where you live (N = 1026) ¹	2.2	2.3	4.6	28.5	62.4

10 & 12 year old

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
The area where you live (N = 2052) ²	2.2	0.5	0.4	1.5	1.8	6.4	5.8	7.7	13.7	14.6	45.5

¹ Missing cases = 5; ² Missing cases = 7

2.7 Money and the things children have

In order to understand children's experience of poverty, material deprivation, and measure economic status of their family, we asked a series of questions in the survey. Results in Table 11

suggest that almost one in four never worried about the amount of money family has. However, the rest two-third appeared to worry about this aspect 'always', 'often' or 'sometimes'. Among the three age groups, younger children reported to worry more frequently (almost 25% worry 'always') than their older counterparts.

Table 11. Children's response on how often they worry about amount of money their family has (%)






	8 year-old (N = 901) ¹	10 year-old (N = 917) ²	12 year-old (N = 956) ³	Total (N = 2774) ⁴
Never	24.2	27.6	20.0	23.9
Sometimes	39.1	46.7	51.4	45.8
Often	11.9	10.6	17.1	13.2
Always	24.9	15.2	11.6	17.1
Total	100.0	100.0	100.0	100.0

¹ Missing cases = 130; ² Missing cases = 97; ³ Missing cases = 89; ⁴ Missing cases = 316

Children were also asked to say how happy they were with the things they have. As of the results in Table 12, the majority of children were happy with their material items: 61.5% of eight years old group scored the maximum, and 62.2 of ten and twelve years old scored the highest end (9 or 10) in the material satisfaction scale.

Table 12. Children's responses to questions on satisfaction with all the things they have (%)

8 year old

Satisfaction with ...					
All the things you have (N = 1026) ¹	2.1	2.5	6.9	26.9	61.5

10 & 12 year old

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
All the things you have (N = 2051) ²	1.3	1.3	1.2	1.7	2.4	7.8	4.2	6.9	11.1	14.3	47.9

¹ Missing cases = 5; ² Missing cases = 8

Majority of the children (almost seven out of ten) reported to have always enough food in the house to eat each day. In this regard, over one in ten children (Table 13) said they had 'sometimes' and/or 'never' enough food to eat daily.

Table 13. Children's responses to questions on whether they had enough food to eat each day they have (%)

	8 year-old (N = 983) ¹	10 year-old (N = 1000) ²	12 year-old (N = 1024) ³	Total (N = 3007) ⁴
Never	1.7	1.8	1.2	1.6
Sometimes	14.0	9.3	9.6	10.9
Often	19.1	11.7	15.8	15.5
Always	65.1	77.2	73.4	72.0
Total	100.0	100.0	100.0	100.0

¹ Missing cases = 48; ² Missing cases = 14; ³ Missing cases = 21; ⁴ Missing cases = 83

Children were asked a set of questions about things they have. In all age groups, the highest percentages of affirmative correspond to having clothes in good condition and equipment/thing children need for school (Table 14). In this regard, the two items which children reported to have the least access to were mobile phone (59.3%) and internet at home (56.3%). There was no clear difference in access to these items by age of the children.

Table 14. Children's responses to questions on things they have (%)

Which of the following do you have	8 year-old		10 year-old		12 year-old		Total	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	No	Yes	No	Yes	No	Yes	No	Yes
Clothes in good condition (N1 = 1006 ; N2 = 1000; N3 = 1040; N4 = 3046)	6.5	93.5	3.5	96.5	4.7	95.3	4.9	95.1
Enough money for school trips and activities (N1 = 978 ; N2 = 982; N3 = 1020; N4 = 2980)	31.6	68.4	31.0	69.0	38.2	61.8	33.7	66.3
Access to the Internet at home (N1 = 956 ; N2 = 969; N3 = 1013; N4 = 2938)	49.7	50.3	59.2	40.8	59.6	40.4	56.3	43.7
The equipment/things you need for sports and hobbies (N1 = 978; N2 = 974; N3 = 1015; N4 =)	24.3	75.7	31.1	68.9	30.3	69.7	28.6	71.4
Pocket money/ money to spend on yourself (N1 = 981; N2 = 980; N3 = 1020; N4 = 2981)	31.1	68.9	30.5	69.5	32.1	67.9	31.2	68.8
Two pairs of shoes (N1 = 982; N2 = 987; N3 = 1027; N4 = 2996)	13.5	86.5	8.6	91.4	9.7	90.3	10.6	89.4
A mobile phone (N1 = 967; N2 = 969; N3 = 1015; N4 = 2951)	65.9	34.1	52.4	47.6	59.6	40.4	59.3	40.7
The equipment/things you need for school (N1 = 993; N2 = 991; N3 = 1041; N4 = 3025)	5.4	94.6	3.2	96.8	3.8	96.2	4.2	95.8

Regarding access to amenities (Table 15), over half of the children reported their home to have electricity some of the time, six out of ten (62.3%) to have running water and seven out of ten (69.6) to have a toilet that flushes.

Table 15. Children's responses to questions on home amenities - Does your home have (%)

Electricity (N = 2053)¹	
All of the time	45.1
Some of the time	52.2
Not at all	2.7
Running water (N = 1988)²	
Yes	62.3
No	37.3
Not sure	0.4
A toilet that flushes (N = 1916)³	
Yes	69.6
No	30.1
Not sure	0.4

¹ Missing cases = 6; ² Missing cases = 71; ³ Missing cases = 143

In order to measure family's material possessions, children were asked whether or not their family had any of the six items: a computer, a television, a fridge/freezer, a radio, a telephone, and family van or car. Item which most children (78.2%) reported to be lacking by their family was a computer. In this regard, the second and third item mostly lacked items reported by them were a radio (75.3), and a family car/van/motorbike (Table 16).

Table 16. Children's responses to questions on material possessions of family (%)

Items measuring material possession	%
A computer (including laptops and tablets) (N = 1921)¹	78.2
A television (N = 2011)²	17.4
A fridge/freezer (N = 1967)³	40.1
A radio (N = 1855)⁴	75.3
A telephone (landline or mobile) (N = 1964)⁵	16.2
A family car / van / motorbike / etc. (N = 1906)⁶	63.5






¹ Missing cases = 138; ² Missing cases = 48; ³ Missing cases = 92; ⁴ Missing cases = 204; ⁵ Missing cases = 95; ⁶ Missing cases = 153

2.8 Time use

With regard to time use, nearly six out ten (61.1%) 8 years old children scored the maximum point in scale which suggests they are mostly very happy with time use (Table 17). Similarly, most of the older children (around 62.4%) also appeared to be happy with the way they use their free time.

Table 17. Children's responses to questions on satisfaction with time use (%)

8 year old

Satisfaction with ...					
How you use your time (N = 1016) ¹	1.7	2.3	7.1	27.9	61.1

10 & 12 year old

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
How you use your time (N = 2041) ¹	0.9	1.1	0.9	0.8	2.0	6.2	4.4	7.7	13.5	17.7	44.7

¹ Missing cases = 15; ² Missing cases = 18;

2.9 Subjective well-being: how children feel about their lives






The Children's Worlds survey included a variety of different measures asking about overall well-being.

OLS (Overall Subjective Well-Being)

OLS is a single-item measure where children ranked how satisfied they were with their life as a whole on an 11-point scale in the case of 10 and 12 years old and on a five-point scale with the 8-year old. On life as a whole, slightly less than half (45.2%) of 10 and 12 years old were totally satisfied with their life and almost six out of ten (57%) from 8-year old group scored the maximum point in the five-point subjective well-being scale (Table 18).

Table 18. Children's responses to questions on overall subjective well-being (%)

8 year old

Satisfaction with ...					
Your life as a whole (N = 1017) ¹	1.7	2.5	6.1	32.7	57.0

10 & 12 year old

Satisfaction with ...	0	1	2	3	4	5	6	7	8	9	10
Your life as a whole (N = 2038) ²	1.3	0.8	0.9	1.4	2.6	7.0	5.9	6.8	11.7	16.2	45.2

¹ Missing cases = 14; ² Missing cases = 21

CW-SWBS (Children's Worlds Subjective Well-Being Scale)

The CS-SWBS is a reduced and modified version Huebner's Student's Life Satisfaction Scale. It is based on six statements about children's overall life satisfaction, and children were asked to rate how satisfied they were on each statement. Children aged 10 and 12 only answered these questions on an eleven-point scale ranging from 0 (not satisfied at all) to 10 (completely satisfied). Table 19 presents results of children aged 10 and 12 for each of the items. Apart from the fourth item i.e. 'The things that happen in my life are excellent', majority of the children appeared to agree totally with each of the statements.

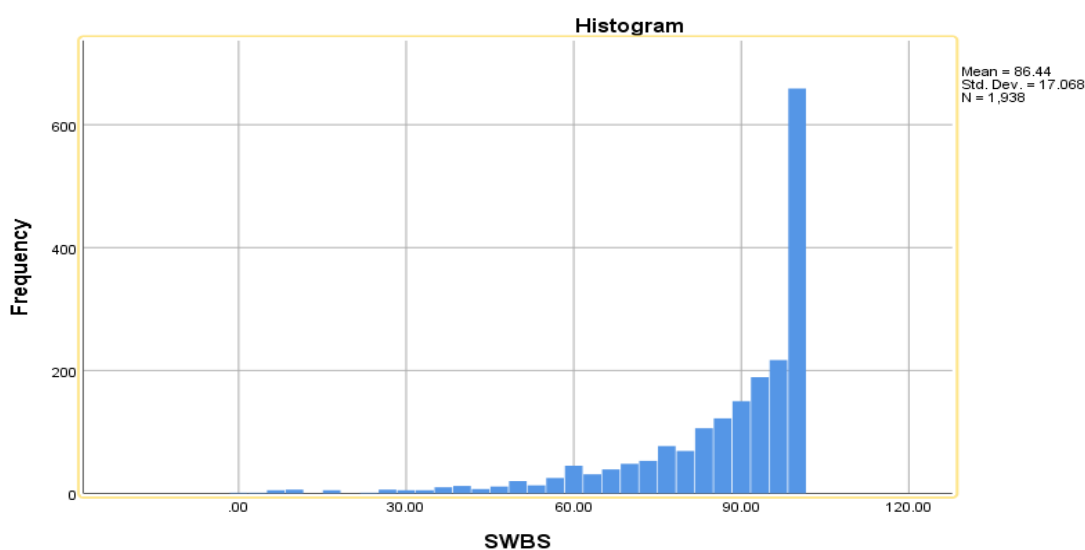
Table 19. Children's responses to questions measuring CW-SWBS (%), 10 and 12 year old

Scale items	0	1	2	3	4	5	6	7	8	9	10
I enjoy my life (N = 2033) ¹	1.0	0.8	0.8	0.9	1.6	4.9	3.4	5.0	8.8	11.5	61.5
My life is going well (N = 2007) ²	1.1	0.7	0.6	1.8	2.1	5.8	4.6	6.8	10.9	15.2	50.1
I have a good life (N = 2002) ³	0.6	1.1	0.8	1.2	1.5	4.4	4.4	4.7	8.7	12.7	59.8
The things that happen in my life are excellent (N = 2014) ⁴	2.6	0.8	1.2	1.6	3.1	8.1	6.0	9.5	12.4	13.3	41.3
I like my life (N = 2012) ⁵	0.7	0.5	1.2	1.0	1.6	3.4	2.9	4.7	8.3	12.6	63.1
I am happy with my life (N = 2022) ⁶	1.1	0.8	0.5	0.9	1.5	3.2	3.4	5.2	7.2	12.5	63.8

¹ Missing cases = 26; ² Missing cases = 52; ³ Missing cases = 57; ⁴ Missing cases = 45; ⁵ Missing cases = 47; ⁶ Missing cases = 37

Children's response score to the set of six statements were added together to form a summated scale which was then transformed to 0-100 scale. As we can see from the distribution of responses on this scale in Figure 1, almost one quarter of the children indicated that they had the highest possible levels of satisfaction with life in this scale. However, there were almost one in twenty children who reported to have a lower level of satisfaction (scoring below the mid-point or below) with life.

Figure 1. Distribution of scores CW-SWBS, 10 and 12 year old



CW-DBSWBS (Children's Worlds Domain Based Subjective Well-Being Scale)

The Children's Worlds domain based subjective well-being scale is adopted from the brief multidimensional student life satisfaction scale developed originally by Seligson, Hubner and Valois (2003). It asked children to rate their level of satisfaction with five key aspects of their lives: people they live with (parents or carers), friends, life as a student, local area, and appearance. Children's response to each of these aspects are presented in an eleven-point scale ranging from 0 (not satisfied at all) to 10 (completely satisfied). Apart from friends and local area, majority of the children reported to be completely satisfied with their family (or carers), life as a student, appearance (Table 20).

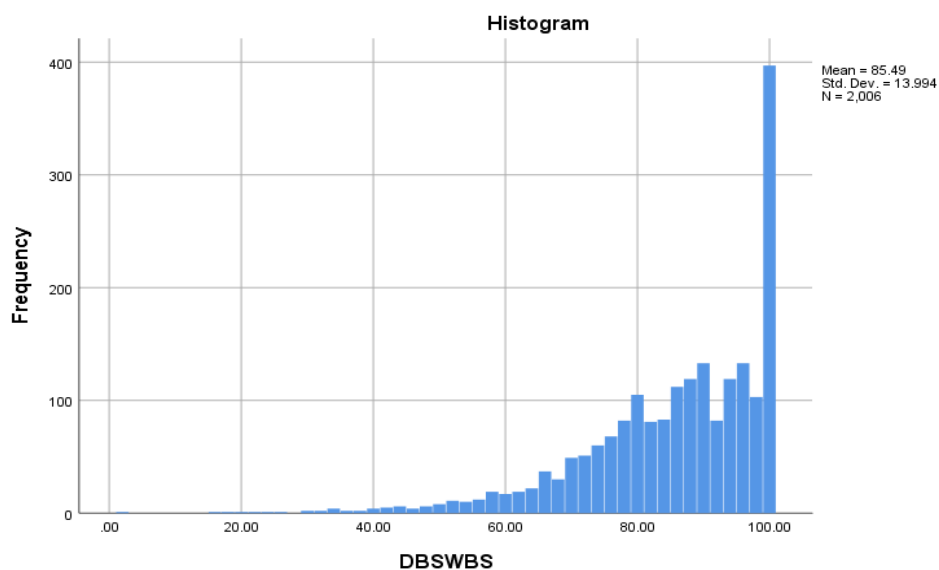
Table 20. Children's responses to questions measuring CW-DBSWBS (%), 10 and 12 year old

Satisfaction with	0	1	2	3	4	5	6	7	8	9	10
The people you live with (N = 2051) ¹	0.4	0.3	0.4	0.3	1.4	4.6	4.7	5.9	9.6	13.6	58.7
Your friends (N = 2051) ²	0.8	1.0	0.9	1.3	2.4	7.9	4.9	7.2	12.3	13.6	47.6
Your life as a student (N = 2051) ³	0.3	0.3	0.3	1.4	0.9	3.4	3.3	5.1	10.9	13.3	60.9
The area where you live (N = 2052) ⁴	2.2	0.5	0.4	1.5	1.8	6.4	5.8	7.7	13.7	14.6	45.5
The way that you look (N = 2037) ⁵	1.4	1.4	1.6	1.9	2.7	7.1	4.7	6.3	12.1	8.8	52.0

¹ Missing cases = 8; ² Missing cases = 8; ³ Missing cases = 8; ⁴ Missing cases = 7; ⁵ Missing cases = 22.

A summated scale combining responses from each aspect was calculated and transformed to have a scale ranging from zero to 100. The distribution of the score in the scale is presented in Figure 2. Again, in this measure children majority of the children reported to be very happy with their satisfaction in life.

Figure 2. Distribution of scores CW-DBSWBS, 10 and 12 year old



CW-PNAS (Children’s Worlds Positive and Negative Affects Scale), 10 and 12 years old (%)

The six-item Positive and Negative Affect Scale is adopted from Barrett & Russell (1998). The items measuring the two-domain scale and children’s response to them are presented in Table 21. The first three items measure Positive Affect and the last three items measure the Negative Affect scale. Each item is scored 0 to 10 and the overall Positive and Negative scale was created by adding the related item scores and then transforming the scale so it ranges from 0 to 100.

Table 21. Children’s responses to questions measuring CW-PNAS (%), 10 and 12 year old

Last two weeks: How often feeling	0	1	2	3	4	5	6	7	8	9	10
Happy (N = 2049) ¹	1.4	0.9	1.8	2.7	2.6	9.7	6.2	8.7	12.2	10.8	43.0
Calm (N = 1989) ²	4.9	1.4	2.4	3.8	4.8	10.5	8.1	10.3	13.1	11.2	29.8
Full of energy (N = 2014) ³	8.5	2.6	2.5	2.8	4.3	9.3	8.2	8.1	11.2	9.8	32.6
Sad (N = 1998) ⁴	18.6	7.5	9.1	7.9	7.4	14.8	5.1	5.7	7.1	5.7	11.4
Stressed (N = 2010) ⁵	25.7	7.4	7.6	7.1	6.6	10.1	5.3	5.6	6.7	4.8	13.1
Bored (N = 2025) ⁶	22.5	8.1	8.6	8.1	9.0	11.3	5.9	5.2	5.4	3.8	12.1

¹ Missing cases = 10; ² Missing cases = 70; ³ Missing cases = 45; ⁴ Missing cases = 61; ⁵ Missing cases = 49; ⁶ Missing cases = 34

Figure 3. Distribution of scores for Positive Affect scale

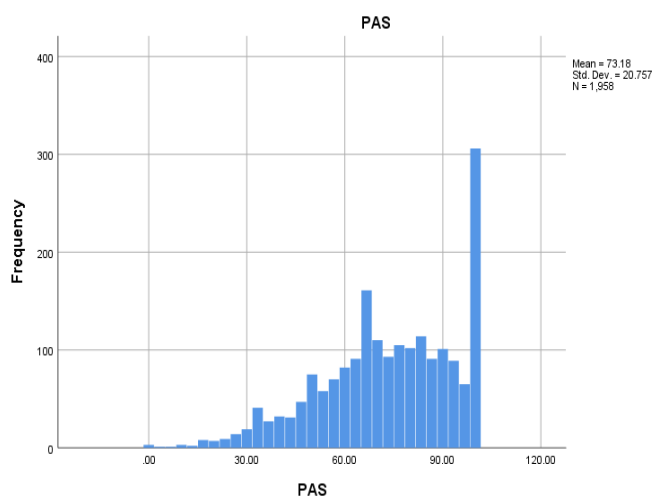
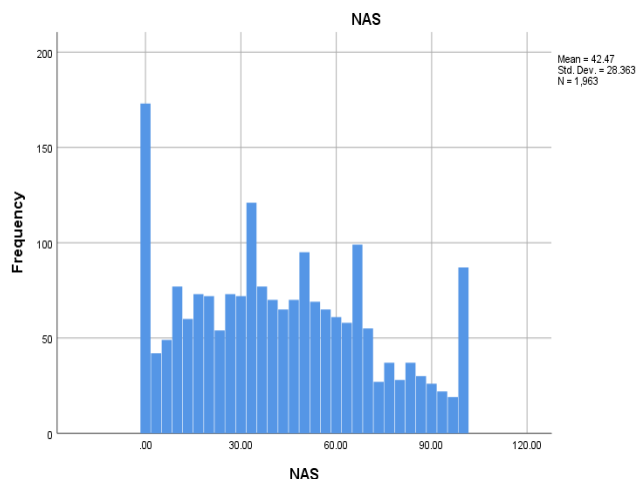


Figure 4. Distribution of scores for Negative Affect scale



Results show that around one in six children scored the highest possible score in Positive Affect scale (Figure 3). On the other hand, in the Negative Affect scale one in twelve children scored the lowest possible score, suggesting a very few children to be unhappy with their life (Figure 4).

CW-PSWBS (Children’s Worlds Psychological Subjective Well-Being Scale)

The six items measuring children’s psychological well-being were adopted from Ryff (1989) and asked only to 12 years old children. Children’s response to each of these items are presented in an eleven-point scale ranging from 0 (not at all agree) to 10 (totally agree) in Table 22.

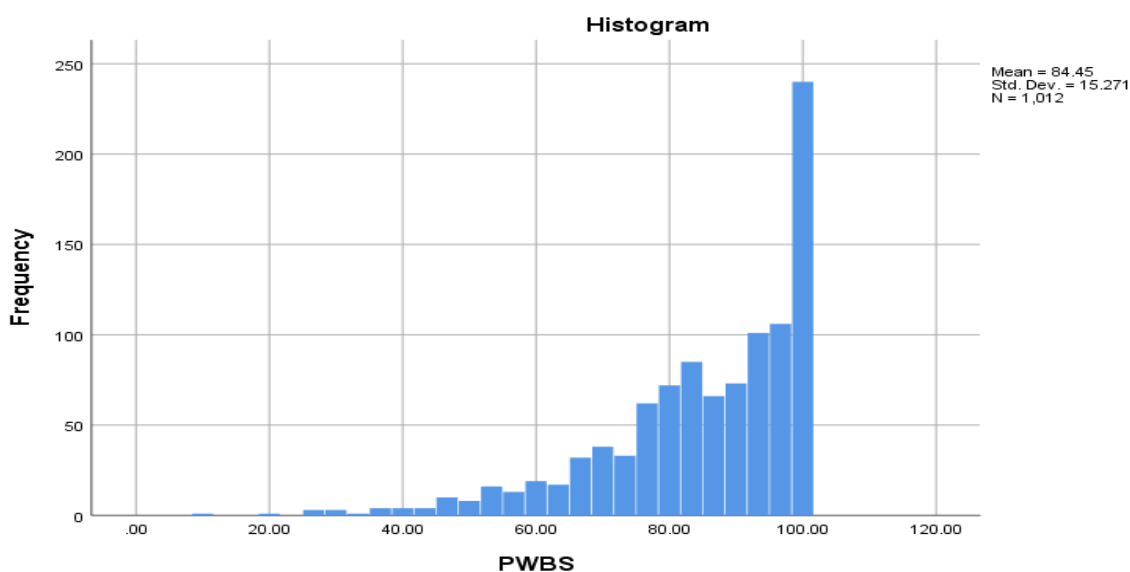
Table 22. Children’s responses to questions measuring psychological well-being (%), 12 year old

How much you agree with	0	1	2	3	4	5	6	7	8	9	10
I like being the way I am (N = 1037) ¹	1.1	0.7	0.7	1.3	2.1	5.0	5.2	6.3	10.7	12.1	55.0
I am good at managing my daily responsibilities (N = 1037) ²	1.7	0.4	1.0	1.4	2.2	6.5	5.7	7.5	12.6	13.8	47.3
People are generally pretty friendly towards me (N = 1032) ³	1.9	0.7	1.3	1.3	2.8	8.0	7.8	8.9	15.7	16.0	35.6
I have enough choice about how I spend my time (N = 1036) ⁴	3.5	1.0	1.7	1.8	2.5	7.4	5.2	6.4	14.5	13.5	42.5
I feel that I am learning a lot at the moment (N = 1036) ⁵	0.6	0.4	0.9	0.2	1.7	4.6	4.6	5.3	9.5	14.5	57.7
I feel positive about my future (N = 1038) ⁶	1.1	0.9	0.3	0.8	0.7	3.0	3.3	4.0	8.1	13.1	64.8

¹ Missing cases = 8; ² Missing cases = 8; ³ Missing cases = 13; ⁴ Missing cases = 9; ⁵ Missing cases = 9; ⁶ Missing cases = 7

The distribution of the summated scale containing these six items in Figure 5 suggests an overall high level of psychological well-being for 12 years old children.

Figure 5. Distribution of scores for CW-PSWBS, 12 year old



2.10 Children perceptions about their country

Children’s rights

Table 23. Children’s responses to questions on children’s rights (%), All 3 age groups

		8-year-olds	10-year-olds	12-year-olds	Total
		(1)	(2)	(3)	(4)
I know what rights children have (N1 =1026 ; N2 = 1002; N3 = 1044; N4 = 3072)	No	32.9	24.6	8.4	21.9
	Not sure	12.2	43.9	56.0	37.4
	Yes	54.9	31.5	35.5	40.7
	Total	100.0	100.0	100.0	100.0
I know about the UN Convention on the Rights of the Child (N1 =1014 ; N2 = 1000; N3 = 1042; N4 = 3056)	No	48.9	47.3	16.0	37.3
	Not sure	17.5	29.3	51.3	33.0
	Yes	33.6	23.4	32.6	29.7
	Total	100.0	100.0	100.0	100.0

Overall, almost one in four children said that they knew what the children’s rights were. There appears to be a variation on this by age of the children (Table 23). Regarding question on UN Convention on the Rights of the Child, slightly over one in four said they knew about the Convention. 10 years old appeared to be aware of this than the other two age groups.

3. Conclusions

The key aim of this report was to describe children's lives in Bangladesh especially by presenting descriptive results on the way children assessed different aspects of their life for the first time in an international comparative study. Responses to the questions about home and the people children live with show that although 97% of them reported to live with their family, a small number (around 2%) live either with their relatives, non-relative adults, or in children's home run either by NGOs or by Government. Overall, children in three age groups reported to be very happy with people who they live with. Although most of the children were happy with the house or flat where they live, almost one in ten were found to have certain degree of unhappiness this regard.

With regard to friends, overall picture is very positive as most of them reported to be happy with their friends. In this regard, older children were found to have a degree of unhappiness. When compared with their satisfaction with things they learnt at school, children reported to be less happy with other children in their class. Almost one quarter reported to have experience of being bullied (either being hit by or being victim of unkind name-calling or being left out by other children) at least once in previous month.

Regarding local area, majority of eight years old reported to be very happy. However, one in ten from older group reported to have some dissatisfaction with their local area. On material aspects of their lives, almost one in four never worried about the amount of money family has. However, the remaining two-third appeared to worry about this aspect 'always', 'often' or 'sometimes'. Among the three age groups, younger children reported to worry more frequently (almost 25% worry 'always') than their older counterparts.

When asked questions about things they have to assess material deprivation, the highest percentages of affirmative corresponded to having clothes in good condition and equipment/thing children need for school. The two items which they reported to have the least access to were mobile phone (59.3%) and internet at home (56.3%). Overall, they reported to be very happy with their material items. Regarding access to amenities, over half of the children reported their home to have electricity some of the time, six out of ten (62.3%) to have running water and seven out ten (69.6) to have a toilet that flushes.

With regard to time use, nearly six out ten (61.1%) 8 years old children scored the maximum point in scale which suggest they are mostly very happy with time use. Similarly, most of the older children (around 62.4%) also appeared to be happy with the way they use their free time.

Results from the five different measures of subjective well-being suggest that overall, the children in Bangladesh are very happy. However, some children are found to have lower degree of satisfaction in both overall well-being and specific areas of life.

These results, although very descriptive, tell us children's overall life in Bangladesh. This picture comes from their own assessment and evaluation of life. Although more in-depth analysis is required in the next phase, it gives some early indication on areas where children are doing well and where more attention is required. More importantly, as this project uses a child centric approach, it puts children in its center for developing and designing the research for which the results obtained are aligned closely to inform policies guided by children's rights perspectives.

Moreover, the results from this survey in Bangladesh can be linked with the 2030 Agenda for Sustainable Development Goals to which Bangladesh is committed to achieve its target. This is because, as UNICEF (2017) pointed out, the SDGs can only deliver on the promise of equity if policy makers know which children and families are thriving and which are being left behind. These results can help formulating evidence-based policies for improving the situation of children in relation to the SDGs in Bangladesh.

As mentioned in the outset, the report is purposively kept brief and analyses presented are very descriptive. We have identified a number of areas to develop this work further. **Firstly**, in the next phase, we will look into children's response on overall subjective well-being question(s) more closely to develop clear understanding on factors which are closely linked to child well-being inequalities in Bangladesh. **Secondly**, further analysis will be carried out on data linked to specific aspect(s) of children's life in Bangladesh (e.g., satisfaction on local area, satisfaction with life as a student) and identify factors such as gender, rural-urban living, family structure which influence children's satisfaction on those aspects of life. **Thirdly**, because of its comparative nature, this project would allow to conduct further analysis of data to identify similarities and differences on childhood well-being between Bangladesh and other countries which gathered similar data from children in this survey.

4. References

Barrett, L. Feldman., and Russell, J. A. (1998). Independence and Bipolarity in the Structure of Current Affect, *Journal of Personality and Social Psychology*. 74 (4), 967-984.

Save the Children (2018). *The Many Faces of Exclusion: End of Childhood Report 2018*. Save the Children: London.

Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *J Pers Soc Psychol*. 57: 1069–1081

Seligson J.L., Huebner E.S. and Valois R.F. (2003). Preliminary validation of the Brief Multidimensional Students' Life Satisfaction Scale (BMSLSS). *Social Indicators Research* 61: 121–145.

UNICEF (2017). *Is every child counted? Status of data for children in the SDGs*. Division of Data, Research and Policy: New York