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## **Facts about adolescents from the Demographic and Health Survey—Statistical tables for program planning: Bangladesh 1996**

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# FACTS ABOUT ADOLESCENTS FROM THE DEMOGRAPHIC AND HEALTH SURVEY

## Statistical Tables for Program Planning

### BANGLADESH 1996-1997





One Dag Hammarskjold Plaza  
New York, New York 10017  
Telephone: 001 212-339-0500  
Fax: 001 212-755-6052  
e-mail: [pubinfo@popcouncil.org](mailto:pubinfo@popcouncil.org)  
[www.popcouncil.org](http://www.popcouncil.org)

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## Foreword

The Population Council initiated its work on adolescents in earnest in the mid-1990s. At that time, those advocating greater attention to adolescent issues were concerned about adolescent fertility—particularly fertility outside of marriage—and, responding to the experiences of Western countries, about adolescent “risk-taking” behavior. As an international scientific organization with its mandate centered around the needs of developing countries, the Population Council sought a more nuanced and context-specific understanding of the opportunities and problems confronting adolescents in the developing world.

As a first step, the Council published a book titled *The Uncharted Passage: Girls’ Adolescence in the Developing World* (Mensch, Bruce, and Greene, 1998). In working with our colleagues inside and outside of the Council, at national and international levels, it became clear that information on adolescents, and the way data are organized, were limiting our ability to understand the diversity of their experiences or to develop programs to address that diversity. Even the words used to describe the 10-19-year-old age group (in English) presented an obstacle. Terms such as youth, adolescents, young people, and teenagers are gender-free. An age group spanning a decade was singularly inappropriate given the rapidity of transitions in this period; even five-year cohorts (10-14 and 15-19) are arguably unreasonably large.

While recognizing these limitations, we nonetheless saw the Demographic and Health Survey results as extremely useful to those seeking to understand and plan for adolescents, provided the data were organized with full understanding of their strengths and weaknesses. In the absence of data, many adolescent policies were implicitly based on the premise that the lives of adolescents in developing countries were like those of adolescents in Western countries; that is, mainly living at home with families, not working, in school, and unmarried. In fact there are significant numbers of young people in the West who do not fit this description, but even larger groups within the developing countries. Perhaps the starkest difference is the context of sexual activity: whereas the vast majority of sexually active adolescent girls in the West are unmarried, in the developing countries the vast majority are married.

In dialogue with colleagues at UNICEF, UNFPA, and PATH, and with the financial support of the United Nations Foundation, we have created tables to more clearly describe the diversity of the adolescent experience by drawing on the rich Demographic and Health Survey data. These tables are descriptive. We have included small points of commentary where something is particularly striking. We offer them to you for reflection, as a basis for developing programs, and as a basis, indeed, for arguing for an enrichment of the research attention devoted to the many transitions that occur between the ages of 10 and 19.

In addition to highlighting, wherever we could, salient dimensions and experience (e.g., schooling, work, and marital status) by age, gender, urban/rural, and economic class groupings, we also draw attention to adolescents’ living arrangements and the

shape of their families. Earlier work conducted cooperatively between the Council's International Programs and Policy Research Divisions highlighted some very surprising—often counterintuitive—facts about the “family.” Whether adolescents live with one, both, or neither parent, and whether they live with and are responsible for their younger siblings, significantly shape their schooling, work, and migration status. With increasing levels of rural-to-urban migration, and the AIDS epidemic, families under stress may tend to transfer adult burdens to their oldest children—especially to girls. Adolescent girls may be required to leave school or work for wages, sometimes in unsafe ways and away from their homes.

Another often neglected dimension of the “adolescent problematique” is the contrast between the experience of married and unmarried adolescents. Very often the experiences of married and unmarried adolescents are considered together—for example, on issues such as their level of information about and use of contraceptives. We believe that married and unmarried adolescents represent significantly different populations. Although differences between the groups may vary by topic, the difference between them is the point. In treating the adolescent population as homogeneous, the profile and needs of married adolescents have very often been completely ignored. Married girls are plausibly the most vulnerable adolescents. Detached from a supportive peer group and from their natal or native home, often married by arrangement and facing a first pregnancy, married adolescent girls deserve our attention. The tabulations presented for some countries provide preliminary and rudimentary evidence that married adolescents are, if not at greater disadvantage than their unmarried counterparts, at least different, and we should plan for those differences.

This project will be ongoing. As data for additional countries and more recent data for the countries covered here become available, we will produce new sets of tables. And as we identify other tables of potential interest we will include them. We welcome your feedback and hope you find these tables useful.

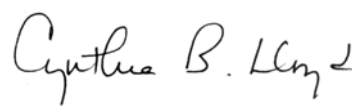
Finally, we would like to acknowledge the significant creative and analytic efforts of our colleagues in producing these tables. We thank Brian Pence, Carey Meyers, Erica Chong, Christine Pace, and Roberta Scheinman for their intellectual contributions and hard work in this undertaking.



**Judith Bruce, Senior Advisor**  
Director, Gender, Family, and  
Development Program  
International Programs Division  
Population Council



**Paul Hewett, Project Director**  
Research Associate  
Policy Research Division  
Population Council



**Cynthia B. Lloyd, Senior Advisor**  
Director of Social Science Research  
Policy Research Division  
Population Council

## Technical Notes:

1. All tables in this report are calculated from data collected for the 1996-1997 Bangladesh Demographic and Health Survey (DHS), conducted by the National Institute of Population Research and Training (NIPORT), Mitra and Associates, and Macro International, Inc. The Bangladesh DHS surveyed a nationally representative sample of 8,682 households. The information presented in Tables 1 and 3-7 is based on all usual residents within the age group(s) of the selected households. The calculations for Tables 8-12 are based on 9,127 currently or formerly married women between ages 15 and 49 who responded to a more detailed individual questionnaire. Data on parental survival status and residence in household, experience with sexually transmitted diseases, and female genital circumcision were not collected for Bangladesh.

More information on the design of and results from the 1996-1997 Bangladesh DHS is provided in the final report (Mitra, S.N., Agmed Al-Sahir, Anne R. Cross, and Kanta Jamil. 1997. *Bangladesh Demographic and Health Survey 1996-1997*. Dhaka, Bangladesh and Calverton, Maryland, USA: NIPORT, Mitra and Associates, and Macro International, Inc.). More information on the Demographic and Health Surveys, including reports, other publications, and original data, is available on the DHS Web site at <http://www.measuredhs.com/>.

2. The tables report values for which data are available for the 1996-1997 Bangladesh DHS. An X indicates that the information was not collected for that group in the 1996-1997 survey.
3. Unless specifically designated as “percent distribution,” the cells represent percentages that do not sum to 100%. In most cases, the categories either are not mutually exclusive or do not exhaust the total population for the group. A guide to reading and interpreting the tables is included at the bottom of each page.
4. The measurement of economic status used to define the poorest 40%, middle 40%, and richest 20% of households in Tables 4-6 is based on a methodological approach discussed in Filmer, Deon and Lant Pritchett, 1999: “The Effect of Household Wealth on Educational Attainment: Evidence from 35 Countries,” *Population and Development Review*, vol. 25(1): 85-120. Derived from their work, indicators of household asset ownership (car, bicycle, television, etc.) and household characteristics (piped water, electricity, etc.) were used to create a single measure of economic status. Although the classification of economic status can be used for relative comparisons of socioeconomic groups within a country, comparisons of groups across countries are not appropriate.

## List of Tables

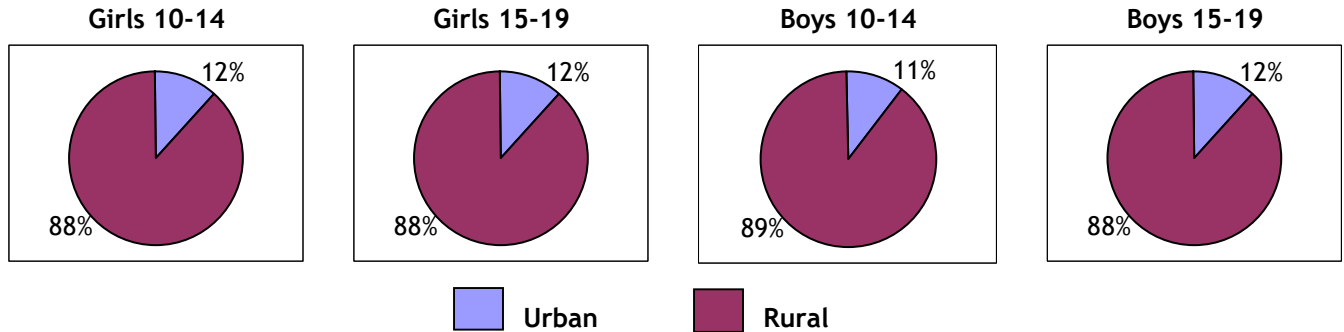
<b>Table 1</b>	Urban-Rural Residence and Population Distribution
<b>Table 2</b>	Parental Survival Status and Residence in Household ( <i>Data not collected for Bangladesh</i> )
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*A Summary of 1996-1997 DHS Data on Adolescents in Bangladesh*

**Table 1. Urban-Rural Residence and Population Distribution**

- Adolescents ages 10-19 comprise almost one-quarter of Bangladesh’s total population.
- The vast majority of Bangladesh’s adolescents live in rural areas.

**Table 1. Urban-Rural Residence Distribution**



**Table 3. Characteristics of Head of Household**

- Less than one-tenth of adolescents live in female-headed households.

**Table 4. Educational Enrollment and Attainment**

- A much greater percentage of 15-19-year-olds are not in school compared to 10-14-year-olds; for instance, 70% of 15-19-year-old girls and 28% of 10-14-year-old girls are not in school. This trend is more pronounced among girls than among boys.
- Similar percentages of boys and girls ages 10-14 are enrolled in school (71% and 72%), but a greater percentage of boys ages 15-19 are enrolled in school (45%) than girls of the same age (30%).
- The gender gap has narrowed somewhat over the last 10 years, as girls’ completion rates have increased more rapidly than boys’.
- There is a strong, positive relationship between economic status and educational attainment for both sexes; it is slightly stronger for girls.

**Tables 5-7. Educational Enrollment and Attainment in Urban and Rural Areas**

- Fewer rural than urban 15-19-year-olds are enrolled in school, and rural adolescents are less likely than urban adolescents to complete at least four years of school.
- Rural girls have made the greatest strides in educational attainment in the last ten years. Over one-half of rural girls ages 15-19 completed four or more years of school compared to one-third of rural girls ages 25-29.



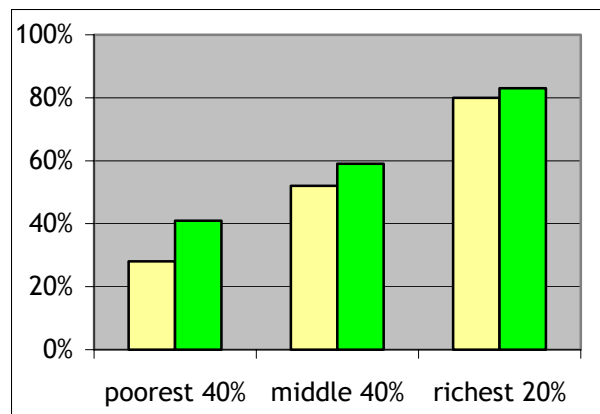
- The gender gap in educational attainment is slightly larger in urban areas than in rural areas.
- There is a strong positive relationship between economic status and educational attainment for both sexes in both urban and rural areas. This relationship is strongest for urban girls.

**Tables 5 and 6. Educational Attainment**

**Urban youth 15-29 completing 4+ years of school**

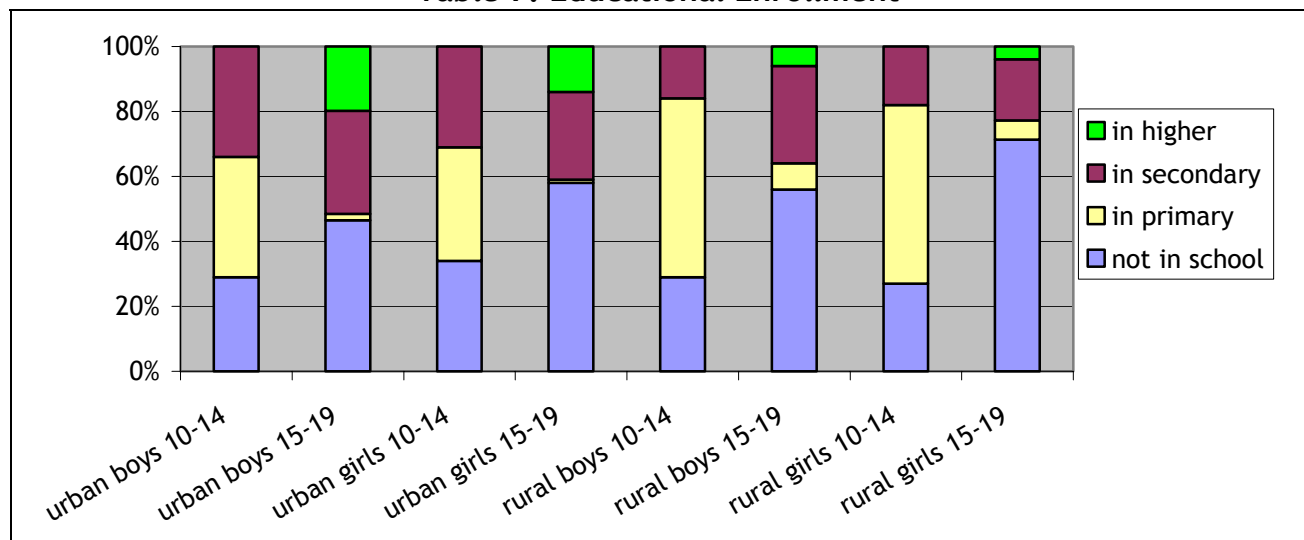


**Rural youth 15-29 completing 4+ years of school**



Girls
  Boys

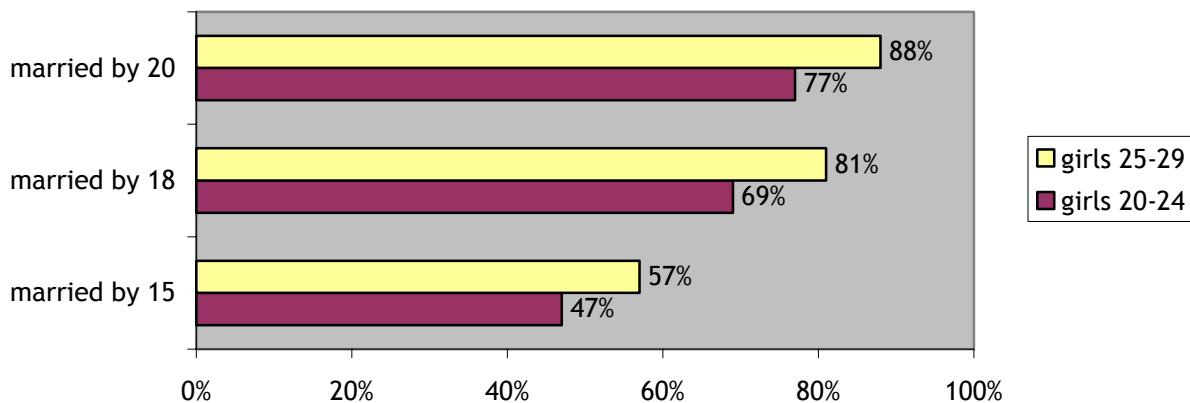
**Table 7. Educational Enrollment**



### Table 8. Marital Status

- Half of girls ages 20-24 were married by age 15.3, a slightly older median age at marriage than that for girls ages 25-29 (14.5).
- More than three-quarters of girls 20-24 years old were married by age 20.
- Smaller percentages of 20-24-year-old girls than 25-29-year-old girls were married by ages 15, 18, and 20.

Table 8. Age at Marriage



### Table 9. Sexuality and Childbearing

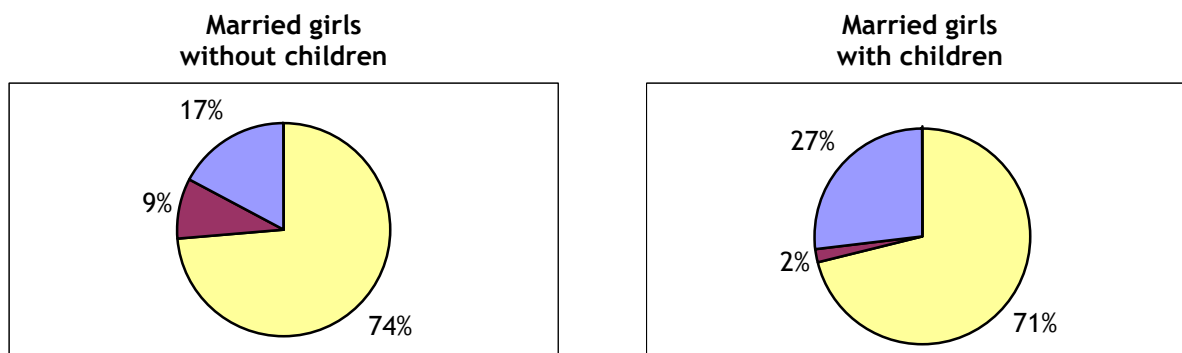
- More than two-thirds of married girls 15-19 years old have ever been pregnant.
- Just less than two-thirds of married girls ages 15-19 have ever had a child.

### Table 10. Educational Enrollment and Work Status

- Almost three-fourths of married girls 15-19 years old are neither in school nor working.
- Ten percent of married girls without children and 2% of married girls with children are in school.
- A greater proportion of married girls with children are working compared to married girls without children (27% vs. 17%).
- **Additional Information on Work Status from the U.S. State Department: Opportunities for National Service**
  - The military is the only form of national service in Bangladesh. Women are allowed to serve, but only in medical fields.
  - All military recruits must have completed the standard secondary certificate examination (roughly equivalent to a tenth-grade education in the United States); officer candidates must have passed the examination for a higher secondary certificate (roughly equivalent to a U.S. high school diploma).
  - The Bangladesh military operates seven cadet colleges, which are educationally equivalent to high school in the United States. One is for female students only while the rest are all-male. There are military academies for the army, navy, and the air force; Bangladesh is moving toward admitting women students into them.

- Women may soon advance in other military arenas as well; by the end of the 1990s, the military began to experience a talent drain to the civilian sector, and a board convened by the army started considering putting women into combat service support jobs to address recruiting and personnel quality problems.

**Table 10. Educational Enrollment and Work Status of Girls 15-19 Years Old**



Not in school, not working
  In school only
  Working only
  In school and working

**Table 11. Awareness and Use of Modern Contraceptive Methods**

- Almost all ever-married girls ages 15-19 have heard of a modern contraceptive method.
- Just less than half of ever-married girls ages 15-19 have ever used a modern method.

**Table 12. Awareness of HIV/AIDS**

- Less than one-fifth of ever-married girls ages 15-19 have heard of HIV/AIDS.
- Of those who have heard of HIV/AIDS, about two-thirds know that a healthy-looking person can be infected.

**Table 1**  
**Urban-Rural Residence and Population Distribution**

	Percent Distribution			Percent of Total Population
	Urban <sup>a</sup>	Rural <sup>a</sup>	Total	
<b>Girls</b>				
10-14	11.9	88.1	100.0	6.7
15-19	12.2	87.8	100.0	6.0
<b>Boys</b>				
10-14	10.9	89.1	100.0	6.6
15-19	12.4	87.6	100.0	5.0

<sup>a</sup> Refer to the DHS report cited in the Technical Notes for the definitions used for urban and rural areas.

**Guide to reading the table:**

- In the first column of percentages (under “Urban”), read the first number as the percentage of girls 10-14 years old who live in urban areas.
- In the fourth column of percentages (under “Percent of Total Population”), read the first number as the percentage of the total population who are girls 10-14 years old.

**Table 2**  
**Parental Survival Status and Residence in Household**  
**(Percent Distribution)**

<b>Parental Survival Status</b>					
	<b>Both Parents Alive</b>	<b>Father Alive, Mother Dead</b>	<b>Mother Alive, Father Dead</b>	<b>Neither Parent Alive</b>	<b>Total</b>
<b>Girls</b>					
10-14					
15-19					
<b>Data not collected for Bangladesh</b>					
<b>Boys</b>					
10-14					
15-19					
<b>Parents Resident in Household</b>					
	<b>Both Parents in Household</b>	<b>Father Only in Household</b>	<b>Mother Only in Household</b>	<b>Neither Parent in Household</b>	<b>Total</b>
<b>Girls</b>					
10-14					
15-19					
<b>Data not collected for Bangladesh</b>					
<b>Boys</b>					
10-14					
15-19					

**Table 3**  
**Characteristics of Head of Household<sup>a</sup>**  
**(Percent)**

	<b>Female Household Head</b>	<b>Non-Parent Household Head</b>
<b>Girls</b>		
10-14	8.0	X
15-19	7.3	X
<b>Boys</b>		
10-14	8.2	X
15-19	7.8	X

<sup>a</sup> The head of each household was identified by the member of that household responding to the household survey.

**Guide to reading the table:**

- In the first column of percentages (under “Female Household Head”), read the first number as the percentage of girls 10-14 years old who live in households with a female head.

**Table 4**  
**Educational Enrollment and Attainment**

<b>Current Enrollment (Percent Distribution)</b>						
	<b>Not in School</b>	<b>In Primary<sup>a</sup></b>	<b>In Secondary<sup>b</sup></b>	<b>In Higher</b>	<b>Total</b>	
<b>Girls</b>						
10-14	28.0	52.4	19.5	0.0	100.0	
15-19	70.3	5.1	19.5	5.0	100.0	
<b>Boys</b>						
10-14	29.1	52.6	18.3	0.1	100.0	
15-19	54.8	7.2	30.0	8.0	100.0	
<b>Educational Attainment (Percent)</b>						
	<b>Completed 4+ Years</b>		<b>Completed Primary School</b>			
<b>Girls</b>						
15-19	59.4		51.6 <sup>d</sup>			
20-24	47.6		41.7			
25-29	37.1		31.9			
<b>Girls 15-29</b>						
Poorest 40% <sup>c</sup>	28.2		21.8			
Middle 40%	51.4		43.2			
Richest 20%	78.7		75.1			
<b>Boys</b>						
15-19	63.6		57.2 <sup>d</sup>			
20-24	60.1		54.8			
25-29	52.3		47.9			
<b>Boys 15-29</b>						
Poorest 40% <sup>c</sup>	40.7		34.7			
Middle 40%	59.0		52.7			
Richest 20%	85.3		82.2			

<sup>a</sup> Primary school in Bangladesh consists of five grades.

<sup>b</sup> Secondary school in Bangladesh consists of seven grades.

<sup>c</sup> For an explanation of these categories, refer to the Technical Notes at the beginning of this document.

<sup>d</sup> Because some 15-19-year-olds may still be attending primary school, caution should be used when comparing primary school completion rates of 15-19-year-olds to completion rates in older age groups or across countries.

**Guide to reading the table:**

- In the first column of percentages in the upper panel (under “Not in School”), read the first number as the percentage of girls 10-14 years old who are not currently enrolled in school.
- In the first column of percentages in the lower panel, read the fourth number (opposite “Poorest 40%”) as the percentage of girls 15-29 years old in the poorest 40% of households who have completed four or more years of formal education.

**Table 5**  
**Educational Enrollment and Attainment in Urban Areas<sup>a</sup>**

<b>Current Enrollment (Percent Distribution)</b>						
	<b>Not in School</b>	<b>In Primary<sup>b</sup></b>	<b>In Secondary<sup>c</sup></b>	<b>In Higher</b>	<b>Total</b>	
<b>Girls</b>						
10-14	34.0	34.6	31.4	0.0	100.0	
15-19	58.1	1.3	26.7	14.0	100.0	
<b>Boys</b>						
10-14	28.9	36.6	34.5	0.0	100.0	
15-19	46.7	1.7	31.9	19.7	100.0	
<b>Educational Attainment (Percent)</b>						
	<b>Completed 4+ Years</b>		<b>Completed Primary School</b>			
<b>Girls</b>						
15-19	70.4		65.4 <sup>c</sup>			
20-24	68.6		66.8			
25-29	61.9		56.4			
<b>Girls 15-29</b>						
Poorest 40% <sup>d</sup>	21.7		17.5			
Middle 40%	46.5		38.1			
Richest 20%	76.6		73.6			
<b>Boys</b>						
15-19	81.0		76.3 <sup>c</sup>			
20-24	81.3		77.9			
25-29	80.0		77.1			
<b>Boys 15-29</b>						
Poorest 40% <sup>d</sup>	40.3		35.8			
Middle 40%	57.3		45.9			
Richest 20%	88.6		86.5			

<sup>a</sup> Refer to the DHS report cited in the Technical Notes for the definitions used for urban and rural areas.

<sup>b</sup> Primary school in Bangladesh consists of five grades.

<sup>c</sup> Secondary school in Bangladesh consists of seven grades.

<sup>d</sup> For an explanation of these categories, refer to the Technical Notes at the beginning of this document.

<sup>e</sup> Because some 15-19-year-olds may still be attending primary school, caution should be used when comparing primary school completion rates of 15-19-year-olds to completion rates in older age groups or across countries.

**Guide to reading the table:**

- In the first column of percentages in the upper panel (under “Not in School”), read the first number as the percentage of girls 10-14 years old living in urban areas who are not currently enrolled in school.
- In the first column of percentages in the lower panel, read the fourth number (opposite “Poorest 40%”) as the percentage of girls 15-29 years old in the poorest 40% of households and living in urban areas who have completed four or more years of formal education.



**Table 6**  
**Educational Enrollment and Attainment in Rural Areas<sup>a</sup>**

<b>Current Enrollment (Percent Distribution)</b>						
	<b>Not in School</b>	<b>In Primary<sup>b</sup></b>	<b>In Secondary<sup>c</sup></b>	<b>In Higher</b>	<b>Total</b>	
<b>Girls</b>						
10-14	27.2	54.8	17.9	0.0	100.0	
15-19	72.0	5.7	18.6	3.8	100.0	
<b>Boys</b>						
10-14	29.1	54.5	16.3	0.1	100.0	
15-19	56.0	8.0	29.7	6.3	100.0	
<b>Educational Attainment (Percent)</b>						
	<b>Completed 4+ Years</b>		<b>Completed Primary School</b>			
<b>Girls</b>						
15-19	57.8		49.6 <sup>c</sup>			
20-24	44.3		37.7			
25-29	33.0		27.8			
<b>Girls 15-29</b>						
Poorest 40% <sup>d</sup>	28.4		21.9			
Middle 40%	51.7		43.5			
Richest 20%	80.3		76.3			
<b>Boys</b>						
15-19	61.1		54.5 <sup>c</sup>			
20-24	56.9		51.4			
25-29	47.5		42.8			
<b>Boys 15-29</b>						
Poorest 40% <sup>d</sup>	40.7		34.7			
Middle 40%	59.1		53.1			
Richest 20%	82.7		78.8			

<sup>a</sup> Refer to the DHS report cited in the Technical Notes for the definitions used for urban and rural areas.

<sup>b</sup> Primary school in Bangladesh consists of five grades.

<sup>c</sup> Secondary school in Bangladesh consists of seven grades.

<sup>d</sup> For an explanation of these categories, refer to the Technical Notes at the beginning of this document.

<sup>e</sup> Because some 15-19-year-olds may still be attending primary school, caution should be used when comparing primary school completion rates of 15-19-year-olds to completion rates in older age groups or across countries.

**Guide to reading the table:**

- In the first column of percentages in the upper panel (under “Not in School”), read the first number as the percentage of girls 10-14 years old living in rural areas who are not currently in school.
- In the first column of percentages in the lower panel, read the fourth number (opposite “Poorest 40%”) as the percentage of girls 15-29 years old in the poorest 40% of households and living in rural areas who have completed four or more years of formal education.

**Table 7**  
**Educational Enrollment in Urban and Rural Areas<sup>a</sup>: Comparison Summary**

	Current Enrollment (Percent)			
	Not in School		In Primary <sup>b</sup>	
	Urban	Rural	Urban	Rural
<b>Girls</b>				
10-14	34.0	27.2	34.6	54.8
15-19	58.1	72.0	1.3	5.7
<b>Boys</b>				
10-14	28.9	29.1	36.6	54.5
15-19	46.7	56.0	1.7	8.0
	In Secondary <sup>c</sup>		In Higher	
	Urban	Rural	Urban	Rural
	<b>Girls</b>			
10-14	31.4	17.9	0.0	0.0
15-19	26.7	18.6	14.0	3.8
<b>Boys</b>				
10-14	34.5	16.3	0.0	0.1
15-19	31.9	29.7	19.7	6.3

<sup>a</sup> Refer to the DHS report cited in the Technical Notes for the definitions used for urban and rural areas.

<sup>b</sup> Primary school in Bangladesh consists of five grades.

<sup>c</sup> Secondary school in Bangladesh consists of seven grades.

**Guide to reading the table:**

- In the first column of percentages in the upper panel (under “Not in School: Urban”), read the first number as the percentage of girls 10-14 years old living in urban areas who are not currently enrolled in school.
- In the second column of percentages in the upper panel (under “Not in School: Rural”), read the first number as the percentage of girls 10-14 years old living in rural areas who are not currently enrolled in school.

**Table 8**  
**Marital Status**  
**(Percent Distribution)**

	Never-Married	Currently Married	Separated, Divorced, or Widowed	Total
<b>Girls</b>				
10-14	95.2	4.7	0.1	100.0
15-19	49.8	48.3	1.9	100.0
<b>Boys</b>				
10-14	X	X	X	X
15-19	X	X	X	X
	Married by Age 15 (Percent) <sup>a</sup>	Married by Age 18 (Percent) <sup>a</sup>	Married by Age 20 (Percent) <sup>a</sup>	Median Age at First Marriage (Years)
<b>Girls</b>				
20-24	46.8	68.5	77.1	15.3
25-29	57.2	81.4	88.3	14.5
<b>Boys</b>				
20-24	X	X	X	X
25-29	X	X	X	X

<sup>a</sup> Defined as the percentage of girls in each age group who were married by their 15<sup>th</sup>, 18<sup>th</sup>, or 20<sup>th</sup> birthday, respectively. Given that the sample is of ever-married women only, the percentages are mathematically adjusted so that they are representative of all women. This is done by deflating the percentage married in the age group by the proportion never-married. The latter information is obtained from the household listing of women by marital status and age.

**Guide to reading the table:**

- In the first column of percentages in the upper panel (under “Never-Married”), read the second number as the percentage of girls 15-19 years old who have never been married.
- In the first column of percentages in the lower panel (under “Married by Age 15”), read the second number as the percentage of girls 25-29 years old who were married by their 15<sup>th</sup> birthday.
- In the last column of percentages in the lower panel (under “Median Age at First Marriage”), read the second number as the age by which 50% of girls 25-29 years old were married.

**Table 9  
Sexuality and Childbearing  
(Percent)**

	Ever Had Sexual Intercourse			Sexually Active			Of Sexually Active, the Percent Married
	Of Never-Married	Of Total	Median Age at 1 <sup>st</sup> Sex (Years)	Of Unmarried	Of Married	Of Total	
<b>Girls</b>							
10-14							
15-19							
<b>Data not collected for Bangladesh</b>							
<b>Boys</b>							
10-14							
15-19							
	Ever Pregnant <sup>a</sup>			Ever Had Child			
	Of Never-Married	Of Ever-Married <sup>b</sup>	Of Total	Of Never-Married	Of Ever-Married <sup>b</sup>	Of Total	
<b>Girls</b>							
10-14	X	X	X	X	X	X	
15-19	X	70.9	X	X	61.8	X	

<sup>a</sup> The DHS collected information on past live births and current pregnancy status at the time of the interview. Information was not collected on miscarriages, stillbirths, or abortions, and hence is not included in the calculation of “ever pregnant.” This statistic, therefore, is likely to be an underestimate of the true percentage of girls who have ever been pregnant.

<sup>b</sup> “Ever-married” refers to girls who are currently married, separated, divorced, or widowed.

**Guide to reading the table:**

- In the second column of percentages in the lower panel (under “Ever Pregnant: Of Ever-Married”), read the second number as the percentage of ever-married girls 15-19 years old who have ever been pregnant.

**Table 10**  
**Educational Enrollment and Work<sup>a</sup> Status<sup>b</sup>**  
**(Percent Distribution)**

	<b>Not in School, Not Working</b>	<b>In School Only</b>	<b>Working Only</b>	<b>In School and Working</b>	<b>Total</b>
<b>Married<sup>c</sup>, Without Children</b>					
<b>Girls</b>					
10-14	X	X	X	X	X
15-19	73.3	9.4	16.9	0.4	100.0
<b>Married<sup>c</sup>, With Children</b>					
<b>Girls</b>					
10-14	X	X	X	X	X
15-19	71.2	1.6	26.8	0.4	100.0

<sup>a</sup> Work is defined as both formal and informal, and excludes housework. It includes activities that are paid in cash or in kind, as well as work for a family farm or business.

<sup>b</sup> Information on work and parental status was not collected for boys.

<sup>c</sup> "Married" refers to girls who are currently married.

**Guide to reading the table:**

- In the first column of percentages in the upper panel (under "Married, Without Children: Not in School, Not Working"), read the second number as the percentage of married girls 15-19 years old, without children, who are neither in school nor working.

**Table 11**  
**Awareness and Use of Modern Contraceptive Methods**  
**(Percent of Ever-Married)**

	<b>Heard of a Modern Method of Contraception<sup>a</sup></b>	<b>Ever Used a Modern Method</b>
<b>Girls</b>		
10-14	X	X
15-19	99.9	46.9
<b>Boys</b>		
10-14	X	X
15-19	X	X

<sup>a</sup> “Modern methods” of contraception include the oral contraceptive pill, intrauterine device, injections, diaphragm/foam/jelly, condom, female sterilization, male sterilization, and implants, including Norplant<sup>®</sup>.

**Guide to reading the table:**

- In the first column of percentages (under “Heard of a Modern Method of Contraception”), read the second number as the percentage of ever-married girls 15-19 years old who have heard of a modern method of contraception.

**Table 12**  
**Awareness of HIV/AIDS**  
**(Percent of Ever-Married)**

	Heard of HIV/AIDS	Know Someone Who Has or Has Died of HIV/AIDS <sup>a</sup>
<b>Girls</b>		
10-14	X	X
15-19	18.3	X
<b>Boys</b>		
10-14	X	X
15-19	X	X
	Know a Healthy-Looking Person Can Have HIV/AIDS <sup>a</sup>	Perceive Themselves to Be at Moderate or Great Risk of HIV/AIDS <sup>a,b</sup>
<b>Girls</b>		
10-14	X	X
15-19	64.8	X
<b>Boys</b>		
10-14	X	X
15-19	X	X

<sup>a</sup> These calculations exclude those who have not heard of HIV/AIDS.

<sup>b</sup> Respondents were asked whether they think their risk of getting AIDS is small, moderate, great, or whether they have no risk at all. Respondents could also volunteer the information that they were infected with HIV. These latter respondents were excluded from the calculation.

**Guide to reading the table:**

- In the first column of percentages in the upper panel (under “Heard of HIV/AIDS”), read the second number as the percentage of ever-married girls 15-19 years old who have heard of HIV/AIDS.

**Table 13**  
**Experience with Sexually Transmitted Diseases (STDs)**  
**(Percent of Ever-Married)**

	Heard of an STD	Have Had an STD in Last 12 Months	Sought Advice During Last Episode of an STD
<b>Girls</b>			
10-14			
15-19			
		<b>Data not collected for Bangladesh</b>	
<b>Boys</b>			
10-14			
15-19			



**Table 14**  
**Female Genital Circumcision**  
**(Percent of Ever-Married)**

	<b>Circumcised</b>	<b>Median Age at Circumcision (Years)</b>	<b>Have Circumcised / Will Circumcise Eldest Daughter</b>
<b>Girls</b>			
10-14			
15-19			
20-24			

**Data not collected for Bangladesh**