



United Nations
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STATISTICS



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GROUP



Bangladesh

SDG4: Bangladesh

TCG5

15-16 November 2018
Mexico City, Mexico





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Education Statistics 2017

Level of Education	No. of Institution	No. of Teacher			No. of Student		
		Total	Female	% of Female	Total	Girl	% of Girl
Primary	133901	623964	386296	61.91	17251350	8743312	50.68
Secondary	19848	243880	62511	25.63	10240073	5528992	53.99
H. Secondary	2557	42998	9972	23.19	649824	331865	51.07
Tertiary	1997	106504	25958	24.37	4079862	1820810	44.63
Total	158303	1017346	484737	47.65	32221109	16424979	50.98

Level of Education	Indicators			GER			NER		
	TSR	SPI	TPI	Both	Boy	Girl	Both	Boy	Girl
Primary	28	129	5	111.70	108.10	115.40	97.97	97.66	98.29
Secondary	42	516	12	81.90	74.64	68.60	74.38	68.78	63.59
H. Secondary	15	254	17	40.50	42.79	38.13	37.24	38.11	36.37
Tertiary	38	2043	53	12.87	15.84	19.13	-	-	-

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Data Availability of SDG4

Goals	Readily Available	Partially Available	Not Available
SDG4	01 (4.2.2)	07 (4.1.1, 4.3.1, 4.4.1, 4.5.1, 4.a.1, 4.b.1, 4.c.1)	03 (4.2.1, 4.6.1. 4.7.1)



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Initiatives for Progress and Monitoring

- Monitoring and Evaluation Framework (M&E).
- Data Gap Analysis
- SDG Cell at PM Office under the leadership of Chief Coordinator.
- Nomination of Focal Person for every organization.
- SDG Tracker for SDGs monitoring.
- VNR 2017.
- SDG Implementation Report (SIR).
- Working actively in SAARC, TCG, E9 and other international forums.
- Training and Workshop for capacity development.
- Establishment of Non-Government Teachers Selection Commission.
- Establishment of National Assessment Centre.
- Annual Assessment of Secondary sector performance (ASSPR) has been finalized.

Initiatives for Progress and Monitoring (Cont)

- **Education Data Steering Committee and Education Data Technical Committee have been formed.**
- Under the Capacity Development of Education (CapED) Programme supported by UNESCO & UIS two Components are running:
 - 1: SDG4 Strategic Framework and Action Plan;
 - 2: National Strategy for the Development of Education Statistics and Action Plan(NSDES & AP) ,
 - *National Indicators Framework (NIF)
 - *Data Mapping Framework and
 - *Data Quality Assessment Framework (DQF)
- Zero Draft of National Strategy for the Development of Education Statistics (NSDES) has been developed.

Additional Indicators Proposed By Education Data Technical Committee

- 4.1.1(1). Proportion of children and young people
 - (a) at the end of lower secondary education
 - (b) at the end of upper secondary educationachieving at least a minimum proficiency in ICT Skill by sex.
- 4.1.1(2). Percentage of children enrolled at primary level with ECD experience.
- 4.1.1(3). Percentage of Government contribution on Education Expenses for the student at Secondary Level (Through Stipend Programme and Supplying Teaching Materials Free).
- 4.3.1(1). Proportion of youth and adults at the end of Tertiary Level having ICT skill by type of skill and sex
- 4.3.1(2). Demand and supply of job market by level of training/TVET Course.
- 4.4.1(1) Percentage of students having minimum proficiency in foreign languages specially English, Arabic, Chinese and other language relevant to job market.
- 4.4.1(1) Percentage of students having minimum proficiency in foreign language specially English, Arabic, Chinese and other languages relevant to job market.
- 4.5.2(1). Percentage of students in pre-primary education whose first or home language is the language of instruction



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Additional Indicators Proposed By Education Data Technical Committee (Cont)

- 4.6.1(1). Percentage of population in a given age group achieving at least a fixed level of proficiency in ICT Skill (Particularly in Mobile Technology)
- 4.7.1(1). Percentage of students participating in outdoor and indoor games by sex and level of education
- 4.7.1(2). Percentage of students participating in cultural activities by sex and level of education
- 4.7.1(3). Percentage of students at secondary/tertiary level receiving government contribution/assistance to promote and develop their scientific invention.
- 4.a.1(1). Proportion of schools with access to:
 - h) ICT facilities (Software, hardware and infrastructure) for the student of Special Needs
 - i) Digital Attendance for Student and Teachers
 - j) Smart/Digital Classroom
- 4.a.1(2). Percentage of schools having outdoor and indoor (Games) facilities.
- 4.a.1(3). Percentage of schools having accommodation facilities for students and teachers by level and type of education.
- 4.c.3(1). Percentage of ICT-qualified teachers by level of education.



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Challenges

- Unawareness of Public Representatives.
- Commercialization of Education.
- Limitation of resources.
- Inefficient use of resources.
- Keep human rights issue on the top, irrespective of caste and creed all over the world.
- Worldwide political unrest, war as a result **displaced population (Specially Rohingya Crisis for Bangladesh)**.
- Climate changes.
- Global and Regional cooperation for sharing information.
- Global and Regional recognition & acceptance of qualification for job placement.



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Needs for SDG4 achievement

- Strong commitment- Individually, nationally, regionally and globally.
- Localization of SDGs.
- Coordination among the Government and Non-government agencies along with common understanding of SDG4.
- Strong regional and global platform.
- Regional and International cooperation.
- Assurance of sufficient resources.
- Training for Capacity building.
- Ensuring Public Representation.



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Thank you!

Md. Fashiullah
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Information and Statistics (BANBEIS),
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