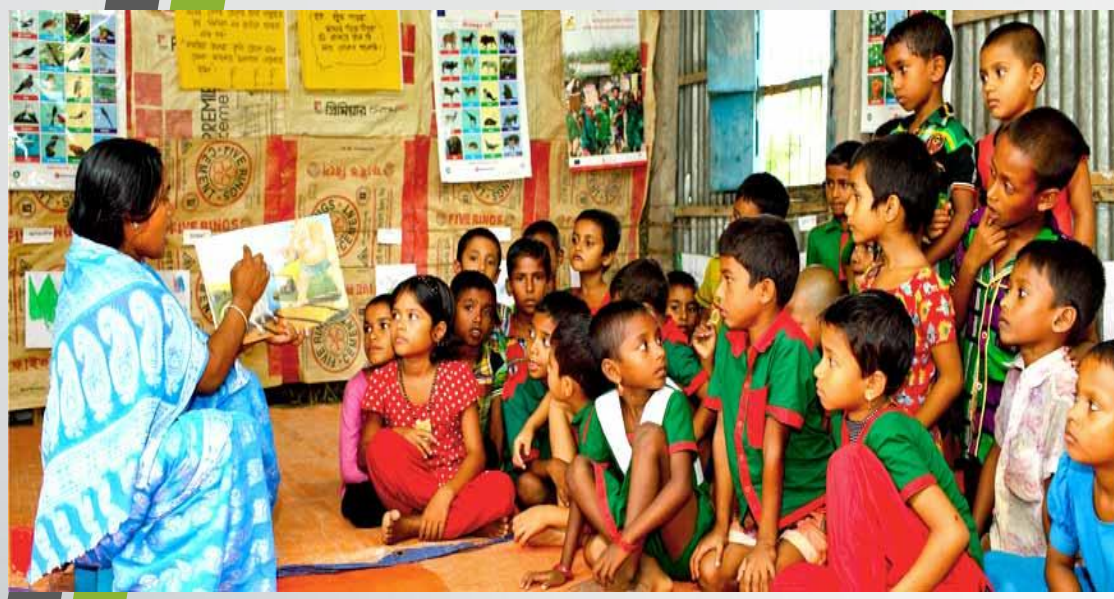# Welcome
Presentation on MDG to SDG Progress in Education Sector

Md. Fashiullah,
Director, Bangladesh Bureau of Educational Information
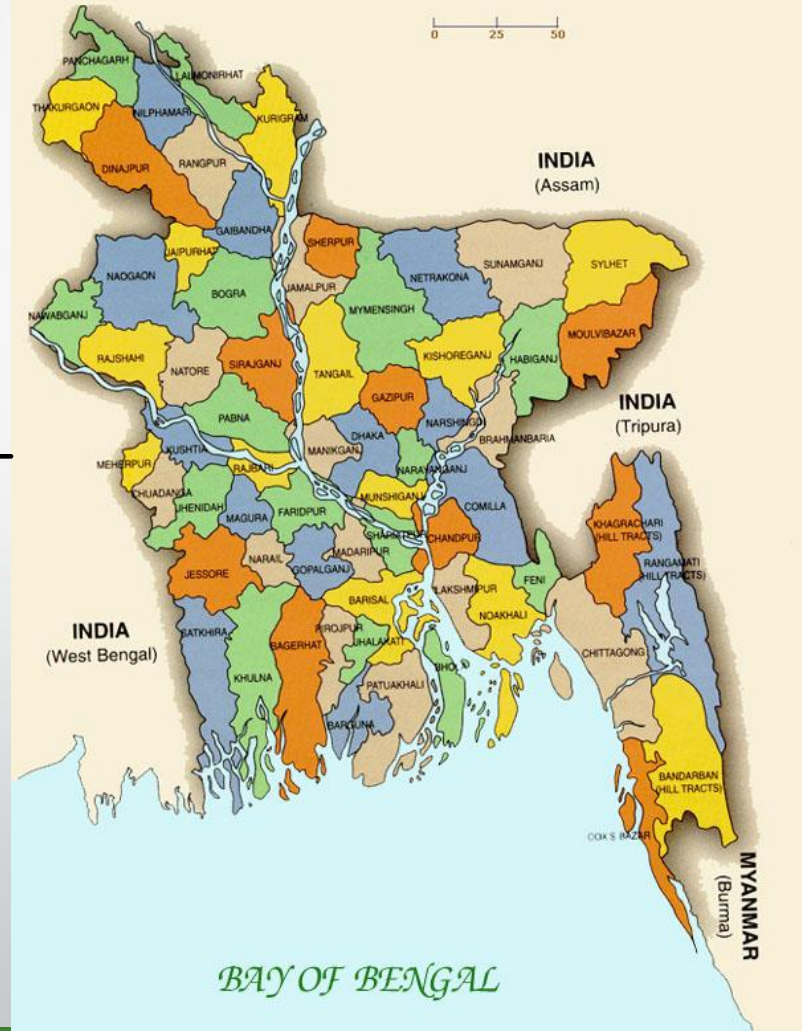and Statistics(BANBEIS)
Ministry of Education
BANGLADESH

Presentation overview

- o Introduction
- o MDG: Progress of Bangladesh
- o Pathway of Attaining MDGs
- o Step Towards SDG
- o SDG's Relevance with
  Education sector especially MOF
- o Prioritization of the SDGs
- o Integrating SDGs in
  APA Framework Target
- o Challenges
- o Way Forward

Location of Bangladesh

History of Bangladesh

- The earliest historical references to political life in the Bangladesh occur in writings recounting *Alexander* the Great's invasion of India in 326 BCE (Before the Common Era)

- The *first Muslims* came to the area around 13th Century CE seizing control and establishing independent rule

- During the 15th Century many *European traders* began coming to the region

- late 1750's with the defeat of the last Muslim leader of Bengal, the *British imposed political* rule over the region as well. The British would control the area known as West Bengal for nearly two hundred years.

History of Bangladesh...*Cont*

- In 1945, at the close of World War II, the **British were strongly** pressured to reduce the size of their empire. Following that, In 1947 the two successor states emerged- India and Pakistan. Bangladesh was then a part of Pakistan known as East Pakistan

- The two part of **Pakistan separated by** nearly 1,600 km of Indian land, spoke different languages (Urdu in the West, Bangla in the East) and had different cultural histories Pakistan.

- Social, economic and cultural **Discrimination** against East Pakistan (Bangladesh) lead to several movement like language movement (1952), student movement, six point movment, movement against the Army government (General Ayub Khan).

- Under the dynamic leadership of **Bangabandhu Sheikh Mujibur Rahman** East Pakistan went into independent movement.

  After **nine months of bloody war** in 1971 where causality estimates topping three million, Bangladesh had become the 139th country in the world.

History of Bangladesh…*Cont*

- After independence, new constitution was adopted and new democratic government were formed under the leadership of Bangabandhu Sheikh Mujibur Rahman.

- However, on 15 August 1975, Bangabandhu Sheikh Mujibur Rahman, and most of his family, were assassinated by some deviant army officers.

- Between 1975 and 1990, the country was ruled by martial law administration.

- In 1991, the country regain its democratic status through several movements.

Father of the Nation

Bangabandhu Sheikh Mujibur Rahman (1920-1975)

Bangladesh

National Flag

National Emblem

National Animal (Bengal Tiger)
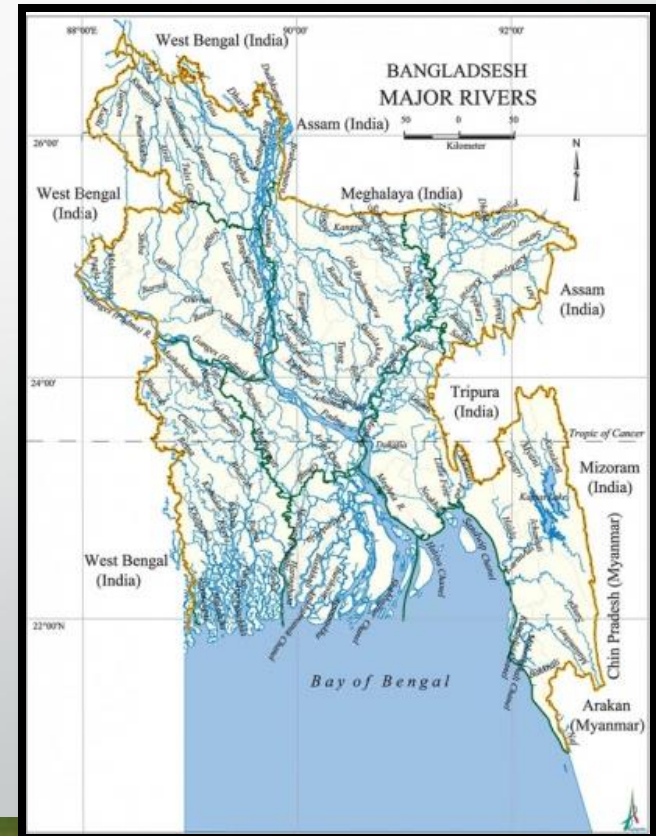

National Bird: Magpie-robin (Doel)

Geography

Area: Total 147,570 km² (92nd)

Water: 6.4 %

Rivers: The pride of Bangladesh is its rivers with one of the largest networks in the world (700 rivers including tributaries; total length of about 24,140 km)
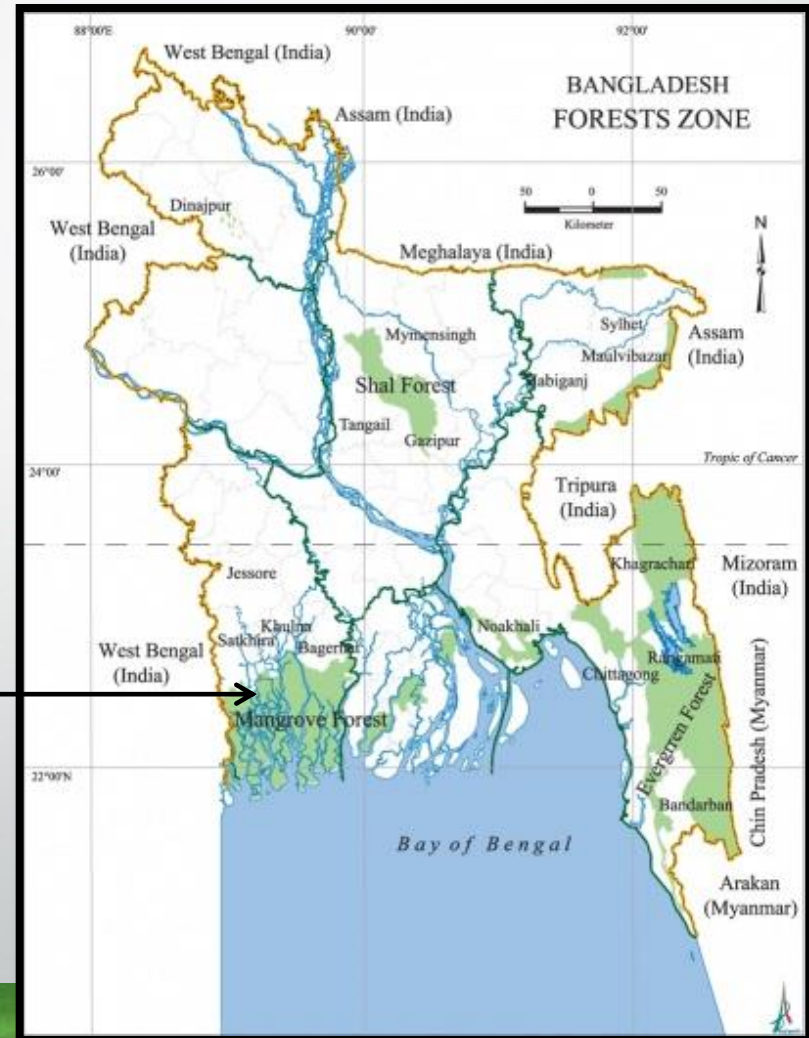
❖ 4 major river systems –

(1) Brahmaputra-Jamuna,

(2) Ganges-Padma

(3) Surma-Meghna

(4) Chittagong Region river system

Geography ... *Cont.*

Forest

- Percent of land covered by forestry (70% density):13.20 (2014)

- One of the world largest mangrove forest- Sundarban

Geography ... *Cont.*

Agriculture: Total land area of Bangladesh is about 14.3 million ha, of which about 59.8% is available for cultivation
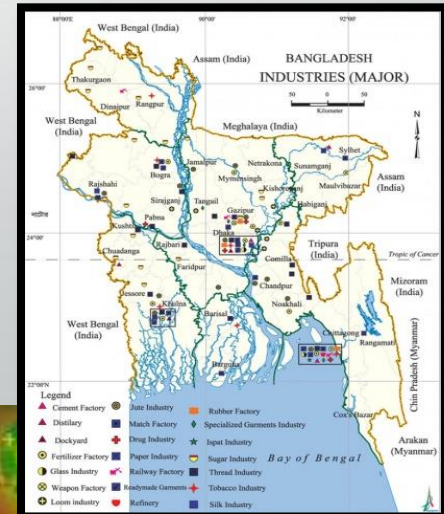
Major Crops: rice (principal), wheat, jute, potato, oilseeds, pulses, tobacco, cotton, sugarcane, fruits, and vegetables

Industry:

Major industries: Ready Made Garments, Textile, leather, Ship building, Medicine, Ceramic, Agro products etc.
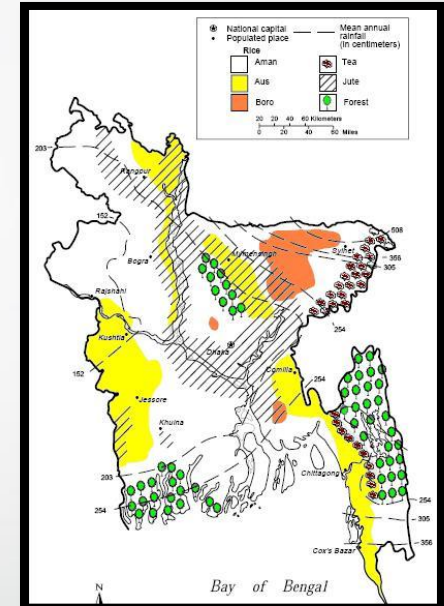
Agriculture distribution

Industries distribution

Demography

- Total Population: 158.96 (July 2015)

- Population Density: 1035 per sq. km (july 2012)

- Life expectancy at birth: 69.4

- Sex ratio: 104.9 (male per 100 females)

- Annual Population Growth rate: 1.36

- Major feature of Bangladesh Demography is its demographic dividend (where productive age population dominates)

Age group	Male	Female	Total	% of total
0-14	25 575 926	24 305 888	49 881 814	34,63
15-64	42 890 201	44 436 196	87 326 397	60,62
65+	3 643 669	3 191 817	6 835 486	4,75

Economy

- GDP: 8,248,624 (In Million Taka; 2014-15)

- GDP growth rate: 6.55% (2014-15); 7.05% (2015-16; Projected)

- Per Capita GDP at current price: $1236 (2014-15)

- GDP contribution by sector:

Broad Economic sector	Contribution in GDP (in %) in 2014-15	Contribution in GDP (in %) in 2015-16 (Projected)
Agriculture	15.51	14.75
Industry	28.15	28.56
Service	56.35	56.69

Economy....*cont.*

- Key Future:

Foreign Remittance:

Total employment: 9,948,548 (1976-2016);

Employment in 2015: 555,881

Year	Remittance In million US dollar
2014-2015	15316.91
2013-2014	14228.26

Ready Made Garments (RMG):

- "Made in Bangladesh" tag making it a prestigious brand across the globe

- Apparel industry is the biggest export earner with value of over $25.49 bn of exports (FY 2014-15)

- The sector accounts for 81% of total export earnings of the country

Education

- Literacy Rate (7+ years age): 57.2% (Male 60.3%; Female 54.1%)

- Education in GDP share: 2.6% (2014-15)

- The educational system in Bangladesh is three-tiered (Primary, Secondary and Tertiary) and highly subsidized.

- Major Type of Education
  - General Education
  - Madrasah Education
  - Technical Education
  - Professional Education
  - Teacher Education

Education Structure of Bangladesh

Age	Grade													
26+														
25+	XX					Ph. D(Engr)	Ph.D(Medical)							
24+	XIX			Ph. D	PostMBBS Dipl						Ph. D (Education)			
23+	XVIII		M.Phil		M.Phil(Medical)									
22+	XVII	MA/MSc/MCom/MSS/MBA		LLM	M B B S BDS	MSc(Engr)	MSc.(Agr)		M B A	M.Ed & M A(Edn)			MA(LSc)	
21+	XVI	Bachelor (Hons)	Masters (Prel)	LLB(Hons)	BSc.Eng BSc.Agr BSc.Text BSc.Leath	BSc.Eng	BSc (Tech.Edn)		B B A	B.Ed &Dip.Ed	BP ED	Dip.(LSc)	Kami
20+	XV		Bachelor											
19+	XIV		(Pass)			Diploma (Engineering)						Diploma in Nursing	Fazil
18+	XIII												
17+	XII	Secondary	Examination		HSC			HSC Vocational	C in Edu.	C in Agri	Diploma in Comm		Alim
16+	XI		HIGHER SECONDARY EDUCATION										
15+	X	Examination		SSC	TRADE Certificate/ SSC Vocational	ARTISAN COURSE e.g. CERAMICS							Dakhil
14+	IX		SECONDARY EDUCATION										
13+	VIII		JUNIOR SECONDARY EDUCATION										
12+	VII												
11+	VI												
10+	V	PRIMARY EDUCATION											Ebtedayee
9+	IV												
8+	III												
7+	II												
6+	I												
5+		PRE-PRIMARY EDUCATION											
4+													
3+													

Education

- Level of Education
  - Early Childhood Care and Development (ECCD)
  - Primary
  - Secondary
  - Tertiary

Number of Institution, Student and Some Indicators, 2015

Type of Education	Management	No. of Institution	No. of Teacher		No. of Student		Indicators		
			Total	% of Fem.	Total	% of Girl	TSR	SPI	TPI
Country (Primary +Post-primary)	Public	65139	366202	57	16214516	50	44	249	6
	Private	97379	698501	32	20587671	50	29	213	7
	Total	162519	1064703	41	36802187	50	34	228	7

ABOUT BANBEIS

- A Professional Organization

- BANBEIS Established 1977

- 152 Professional (Statistician, IT Specialist, Researcher, Library & Documentation Specialist)

- Own Building (5 Storied, 60000 Square Feet)

- BKITCE-A Modern ICT Centre (9 Servers, 120 Pcs & Other Equipment) With 5 (Five) ICT Labs Financed By KOICA

- One Digital Multimedia Centre (DMC)

- One Modern Library (27506 Books), One Modern Documentation Centre (122 Type Journals With 4636 Document) And E-book Centre

- 125 Upazila ICT Training And Resource Centre For Education (UITRCE) Established Through EDCF, Korea Soft Loan Programme

- Establishment Of More 160 UITRCE In The Pipe-line Through Financing Of Same Donor.

Main Job of BANBEIS

- ❑ **Online data collection from 35,000 education institution through e-survey.**

- ❑ **Statistical report based on updated database from annual e-survey of education institution**

- ❑ **E-Monitoring**

- ❑ **E- Library, E- Clippings**

- ❑ **GIS**

- ❑ **Conduct and monitoring ICT training in BKITCE and 125 UITRCES, BANBEIS**

- ❑ **Research activities on education**

Education Statistics 2015

Type of Education	Management	No. of Institution	No. of Teacher		No. of Student		Indicators		
			Total	% of Fem.	Total	% of Girl	TSR	SPI	TPI
Primary Education	Public	63546	322487	62	13793653	52	43	217	5
	Private	58630	205311	56	5274108	49	26	90	3.5
	Total	122176	527798	60	19067761	51	36	156	4
School Education	Public	804	8177	32	335320	49	41	417	10
	Private	19493	234940	25	9407752	53	40	483	12
	Total	20297	243117	26	9743072	53	40	480	12
College Education	Public	302	12926	27	1356962	43	105	4493	43
	Private	3811	98686	23	2321907	49	24	609	26
	Total	4113	111612	23	3678869	46	33	894	27
Madrasah Education	Public	3	75	0	6289	6	84	2096	25
	Private	9316	113958	13	2403084	54	21	258	12
	Total	9319	114033	13	2409373	54	21	259	12
Professional	Public	111	3961	22	31867	43	8	287	36
	Private	369	4281	16	90962	38	21	247	12
	Total	480	8242	19	122829	39	15	256	17
Teacher Education	Public	83	1205	27	19230	33	16	232	15
	Private	132	1474	16	15504	35	11	117	11
	Total	215	2679	21	34734	34	13	162	12
Technical-Vocational	Public	252	4957	14	178085	17	36	707	20
	Private	5538	25946	21	694573	26	27	125	5
	Total	5790	30903	20	872658	24	28	150	5
University	Public	38	12414	22	493110	37	40	13327	336
	Private	89	13905	29	379781	28	27	4468	164

Education Indicators

Primary Education					
Sex	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Boys	2.3	4.0	4.0	11.8	2.2
Girls	0.8	2.5	3.0	8.5	2.0
All	1.6	3.2	3.4	10.1	2.1

Indicators	Secondary level (Cycle-School, Madrasah & Vocational)		
	Both	Boys	Girls
Completion Rate	59.71	66.28	54.08
Dropout Rate	40.29	33.72	45.92
Survival Rate	69.24	72.67	66.41
Coefficient of Internal Efficiency	70.00	76.40	64.40

Education .....*Cont*

Indicators	Both	Boys	Gils
Completion rate	79.30	83.17	75.40
Dropout rate	20.70	16.83	24.60
Survival Rate	97.45	97.60	97.38
Coefficient of Internal Efficiency	75.00	78.50	71.10

Education …..Cont.
Qawmi Madrassah

- The Qawmi madrasahs are not regulated by the Bangladesh Madrasah Education Board.

- Like private charitable organizations, Qawmi madrassahs in Bangladesh are supported almost exclusively by donation.

Some Key Statistics
Total Institutions: 14,038
Total Students: 1.38 Million
Boys to Girls Ratio: 100:33
Total Teachers: 73,555
Teacher Student Ratio: 1:19
Student per institution: 99
Teacher per institution: 5

From MDG to SDG: Progress of Bangladesh In Education Sector

Bangladesh: MDG Achievement at Glance

Goals, Targets and Indicators (revised)	Base year 1990/91	Current status (source)	Target by 2015
Goal 2: Achieve Universal Primary Education: Goal will partially be met			
Target 2.A: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling			
2.1: Net enrolment ratio in primary education, %	60.5	97.7	100
2.2: Proportion of pupils starting grade 1 who reach grade 5, %	43.0	81.3	100
2.3: Literacy rate of 15-24 year-olds, women and men, %	-	Total 75.4 Women: 76.6 men: 74.0 (Census 2011)	100
2.3a: Adult literacy rate of 15+ years old population, % (Proxy indicator)	37.2	61.0 (SVRS, 2013)	100

Bangladesh: MDG Achievement at Glance

Goals, Targets and Indicators (revised)	Base year 1990/91	Current status (source)	Target by 2015
Goal 3: Promote Gender Equality and Empower Women: Goal will probably be met			
Target 3.A : Eliminate gender disparity in primary and secondary education preferably by 2005, and in all levels of education no later than 2015			
3.1a: Ratio of girls to boys in Primary education (Gender Parity Index = Girls/ Boys)	0.83	1.03 (DPE, 2015)	1.0
3.1b: Ratio of girls to boys in secondary education (Gender Parity Index = Girls/ Boys)	0.52	1.14 (BANBEIS, 2015)	1.0
3.1c: Ratio of girls to boys in tertiary education (Gender Parity Index = Girls/ Boys)	0.37	##### (BANBEIS, 2015)	1.0

Pathway of attaining MDGs in education sector

- Bangladesh has made impressive progress in terms of *addressing inequities* in schooling enrolment and as regards some of the learning outcomes

- Comprehensive **Education Policy** (National Education Policy 2010)

- Education sector *allocations* are currently about 1.96 % of GDP and The share of national budget in Education is 10.71%

- Number of Secondary and Higher Secondary Students Received **Stipend and Tuition** Subsidies under Different Projects: 37,66,389 (70.4% girls); At Primary level, stipend beneficiaries has increased to 7.8 million (2014)

policy of **recruitment of teachers**, a 60:40 ratio of female to male is followed.

▶ To increase enrolment rate and to retain student school **feeding programme** has been introduced

▶ The Government has been distributing **books free** of cost among the students

▶ Strengthening of **Education statistics and research**.

- Extensive incorporation of *ICT* in education sector. For example:
- ✓ Establishment of Upazila ICT Training and Resource Centre for Education (UITRCE)
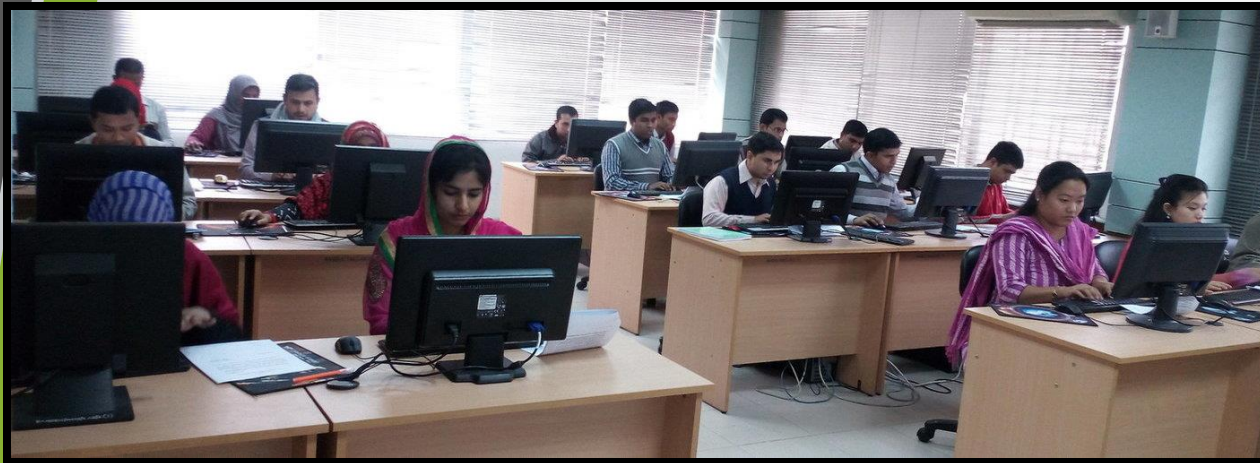
- ✓ 13,700 schools, 5,200 madrasas and 1,600 colleges were provided with a laptop and a multimedia.

- ✓ Information and Communication Technology is included as a compulsory subject in all levels of education with a view to building a knowledge based Digital Bangladesh
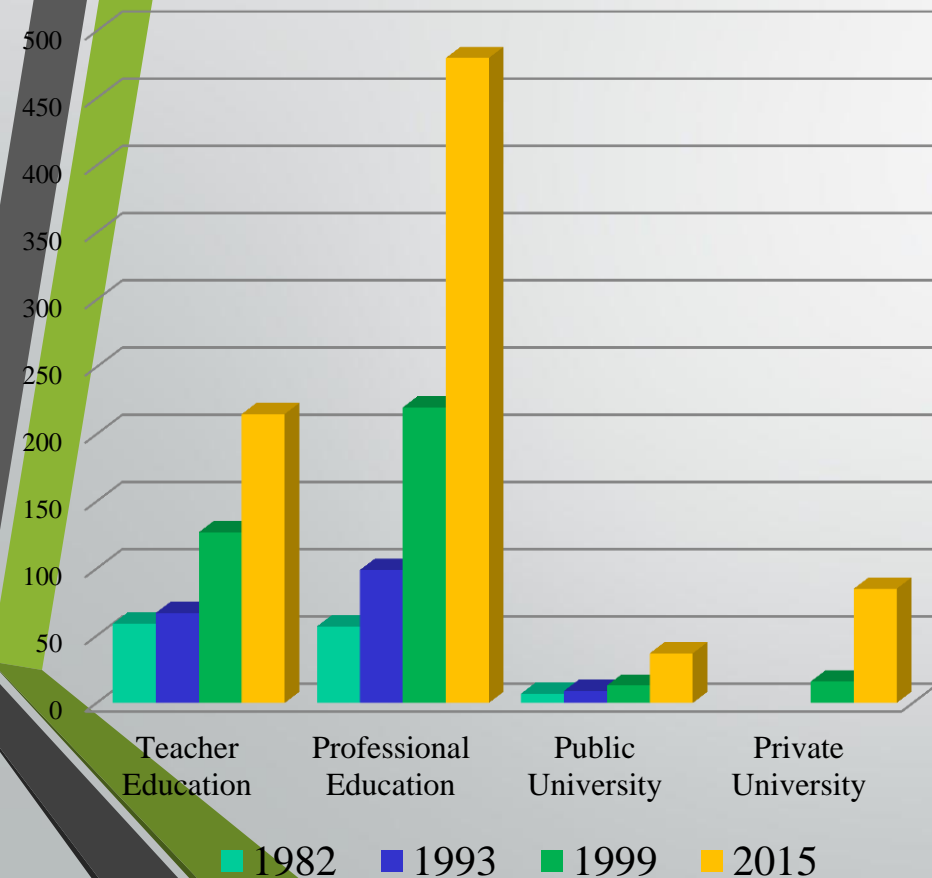
Progress Trend

Increase of Institution by Type

Legend: 1982, 1993, 1999, 2015
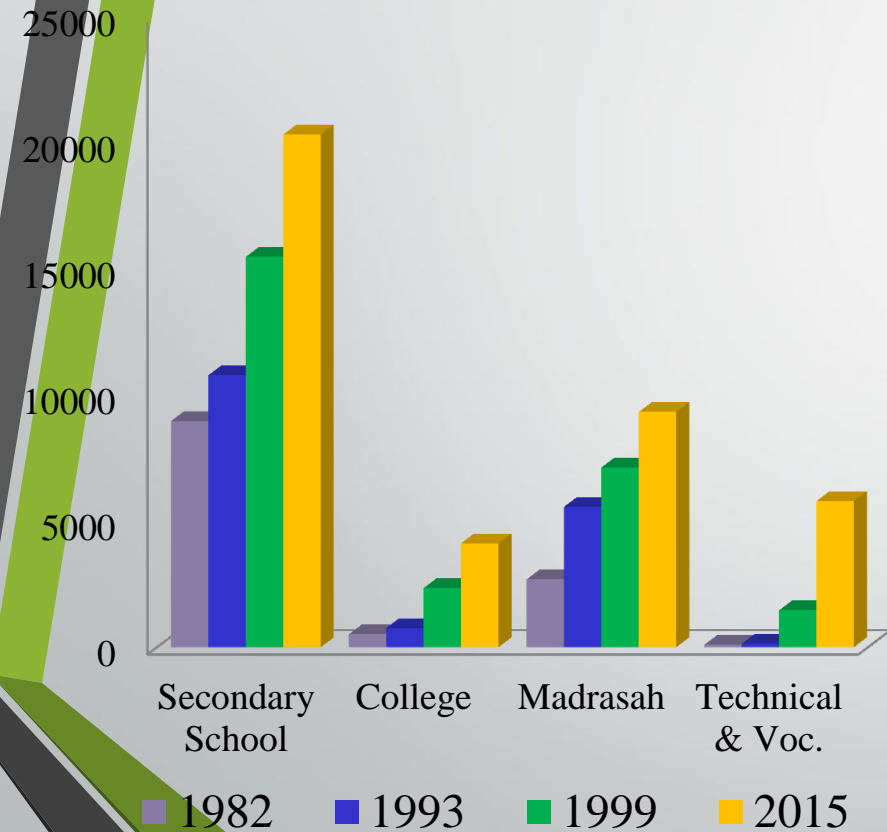
Type	1982	1993	1999	2015	% increase in 2015 from 1982
Secondary School	8960	10778	15460	20297	126.5
College	509	757	2339	4113	708.1
Madrasah	2684	5560	7122	9319	247.2
Technical & Voc.	93	128	1462	5790	6125.8

Progress Trend

Increase Institution by Type

Type	1982	1993	1999	2015	% increase in 2015 from 1982
Teacher Education	59	67	127	215	264.4
Professional Education	57	99	220	480	742.1
Public University	07	09	13	37	428.6
Private University	-	-	16	85	

Progress in Primary Education (KPI)

Gross and Net enrolment rate
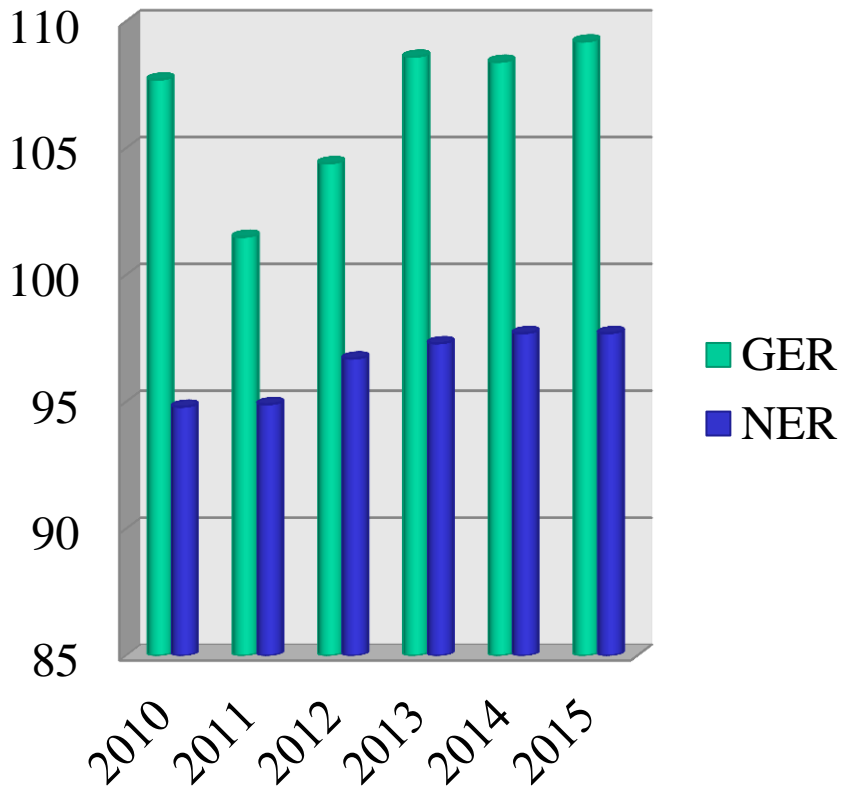
Year	GER	NER
2010	107.7	94.8
2011	101.5	94.9
2012	104.4	96.7
2013	108.6	97.3
2014	108.4	97.7
2015	109.2	97.7

12/1/2016

Step Towards SDG
Goal 4: Quality education
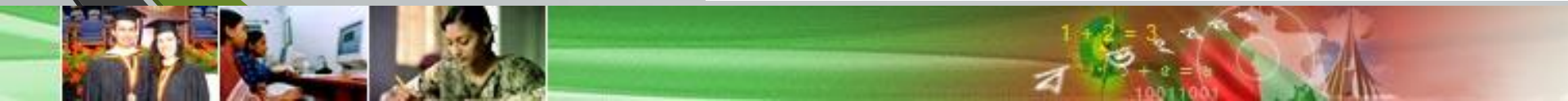
SDG's Relevance with Education sector especially MOE

Related Goals	Targeted Goals	Level of Relevance (Target)		
		High	Moderate	Low
5 (out of 17)	65 (out of 169)	19	35	11

SDG Priorities: Aligning with the National Goals for Education

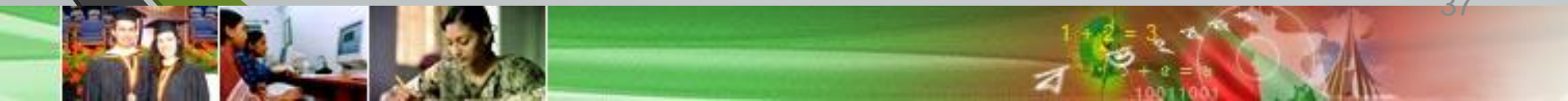| Goals	Identified Targets (associate goals)		
	High	Moderate	Low
Goal 1: Poverty	-	1.4, 1.b, 1.3	1.1
Goal 2: Hunger and nutrition	-	-	2.1, 2.3
Goal 3: Health	-	3.5, 3.7, 3.a	3.3, 3.6
Goal 4: Education	4.1, 4.3, 4.4, 4.5, 4.7, 4.a, 4.c	4.6, 4.b	-
Goal 5: Gender equality	-	5.1, 5.2, 5.3, 5.5, 5.6, 5.b, 5.c	-
Goal 6: Water and sanitation	-	6.2	-
Goal 7: Energy	N. B. Energy resources for all is very important but no targets are aligned with the Ministry of Education		
Goal 8: Inclusive growth, Employment	-	8.1, 8.2, 8.3, 8.6 8.b	-
Goal 9: Infrastructure, industrialization and innovation	9.c	9.5	-

SDG Priorities: Aligning with the National Goals for Education

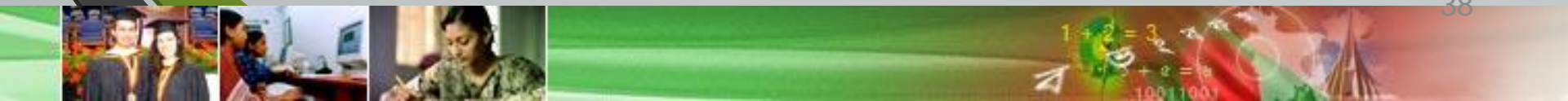| Goals	High	Moderate	Low
Goal 10: Inequality	-	10.2,10.3,10.4	
Goal 11: Cities and human settlements	-	-	11.1, 11.4, 11.7
Goal 12: Sustainable consumption and production	-	12.b	-
Goal 13: Combat climate change	13.3		-
Goal 14: Conserve and sustainable use of oceans, seas and marine resources	-	14.a	
Goal 15: Ecosystem and biodiversity	-	15.9	15.5
Goal 16: Governance	16.a, 16.b	16.2, 16.5, 16.6, 16.7, 16.9	16.1
Goal 17: Global partnership	17.6, 17.7, 17.8, 17.15, 17.16, 17.17, 17.18, 17.19	17.3, 17.14	17.9

SDG Priorities: Aligning with the National Goals for Education

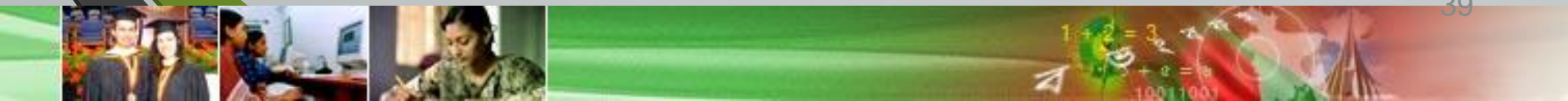| Goals	Identified Targets (associate goals)		
	High	**Moderate**	**Low**
Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	**4.1** By 2030, ensure that all girls and boys complete free, equitable and quality education. **4.3** By 2030, ensure equal access for all to affordable and quality technical, vocational and tertiary education **4.4** By 2030, substantially increase the number who have relevant technical and vocational skills for decent employment and entrepreneurship	-	-

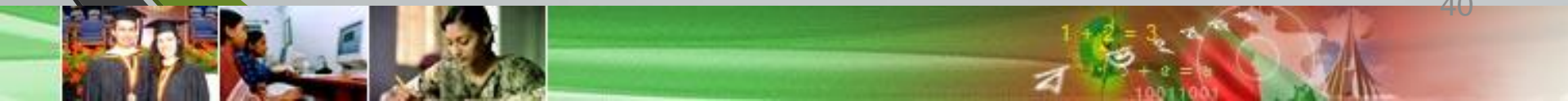| Goals	Identified Targets (associate goals)		
	High	**Moderate**	**Low**
Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	**4.5** By 2030, eliminate gender disparities in education and ensure equal access to all levels of education. **4.7** By 2030, ensure that all learners acquire knowledge and skills needed to promote sustainable development **4.a** Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all	**4.6** By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy	-

| Goals	Identified Targets (associate goals)		
	High	Moderate	Low
Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	**4.c** By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training.	**4.b** By 2020, substantially expand the number of scholarships for sustainable development.	-

| Goals	Identified Targets (associate goals)		
	High	**Moderate**	**Low**
Goal9: Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation	**9.c** Significantly increase access to ICT and strive to provide universal and affordable access to the Internet.	**9.5** Enhance scientific research, upgrade the technological capabilities of industrial sectors.	-

Goals	Identified Targets (associate goals)		
	High	**Moderate**	**Low**
Goal:16 Promote peaceful and inclusive societies	**16.a** Strengthen relevant national institutions, including through international cooperation, for building capacity at all levels. **16.b** Promote and enforce non-discriminatory laws and policies for sustainable development		-
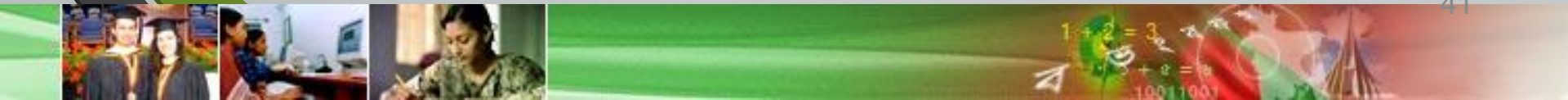
Integrating SDGs in APA Framework
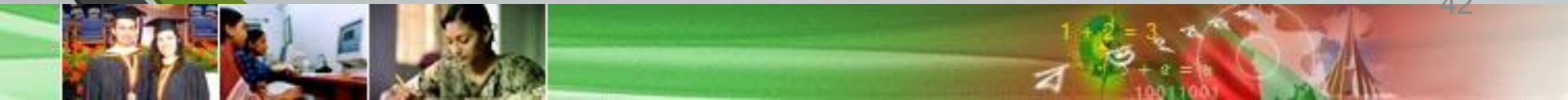
APA at a glance

Subject	Strategic objectives
Activities	24
Performance indicators	24
Weightage of PI	85

b

Integrating SDGs in APA Framework

No.	Activities in APA	Assimilating SDGs Target
1.	Provide training to teachers and members of school management committee	**4.c** By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training.
2.	Conduct all public examinations and publish results in time	**4.1** By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education.
3.	Distribute text books to all students on 1st January and celebrate the day nationally	**4.1** By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education.

Integrating SDGs in APA Framework

No.	Activities in APA	Assimilating SDGs Target
4.	Establish new educational institutions in underserved areas	**4.a** Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all
5.	Establish new educational institutions in Barisal, Sylhet, Khulna and Dhaka City area	**4.a** Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all
6.	Construction of new and extension of existing buildings of educational institutions (school, college & madrasa) and supply of furniture	**4.a** Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all

Integrating SDGs in APA Framework

No.	Activities in APA	Assimilating SDGs Target
7.	Repair, maintenance, and extension of existing educational institutions	**4.a** Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all
8.	Introduce Multi-media book	
9.	Establish Upazila ICT training and resource centres	
10	Transform one non-government school into model school in each of the 306 Upazilas where there is no government school	

Integrating SDGs in APA Framework

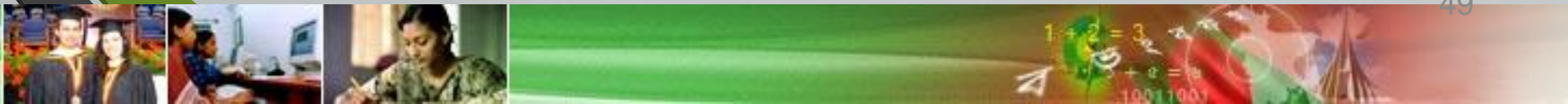| No.	Activities in APA	Assimilating SDGs Target
11	Establish new universities (engineering & technological, agricultural and general)	**4.3** By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
12	Develop various infrastructure of the universities and supply necessary equipment and accessories	
13	Introduce ICT-IT courses and new departments in universities	**4.a** Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all
14	Introduce a research network for social research for exchanging relevant information and data among researchers and fellows of the country	**4.7** By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development

Integrating SDGs in APA Framework

No.	Activities in APA	Assimilating SDGs Target
15	Conduct research on various issues related to education and training	**4.b** By 2020, substantially expand the number of scholarships for sustainable development.
16	Provide technical and vocational education and training	
17	Provide Competency- Based Training (CBT) to teachers working in technical education institutions	**4.4** By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
18	Introduce emerging trade and technology courses by modernizing curriculum	

Integrating SDGs in APA Framework

No.	Activities in APA	Assimilating SDGs Target
19	Provide stipends/scholarships to female/male students at secondary(vocational), higher secondary and diploma engineering level	**4.5** By 2030, eliminate gender disparities in education and ensure equal access to all levels of education.
		4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education.
20	Introduce School Performance Based Management System (SPBMS) and School Based Assessment (SBA) in all institutions at secondary level	**4.7** By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development

Integrating SDGs in APA Framework

No.	Activities in APA	Assimilating SDGs Target
21	Conduct research and evaluation of educational programmes; facilitate training and discussion through international and national seminars/workshops	**9.5** Enhance scientific research, upgrade the technological capabilities of industrial sectors in all countries, in particular developing countries, including, by 2030, encouraging innovation and substantially increasing the number of research and development workers per 1 million people and public and private research and development spending
22	Inspect and audit educational institutions	**4.1** By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education.

Integrating SDGs in APA Framework

No.	Activities in APA	Assimilating SDGs Target
23	Provide stipends and scholarships to eligible female-male students at junior secondary and secondary level and to female students at higher secondary and degree level	**4.1** By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education.
		4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education
24	Scholarship given on the basis of public examination result at secondary level	**4.1** By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education.

Challenges:

o Teaching quality improvement to ensure quality education for all

o Further reduction of dropout rate

o Increase pupil/teacher ratio

o Elimination of geographical discrepancies

o Expansion of quality technical Education

o Allocation of budget

Way forward

- High standard teachers training

- Extending scholarships and social safety measures

- Appointing qualified and committed teachers

- Building more educational institutions with modern facilities

- Expanding global standard technical education

- More investment in education

Thank You