



Concept Paper

on

**“Enhanced the capacity of ministries of education (MOE and MOPME) and their relevant bodies for education sector-wide programme development, implementation and monitoring, including data strengthening in light of SDG4” as the 2<sup>nd</sup> Component of CapED Programme in Bangladesh**

Submitted to

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## 1) Introduction

A confident footprint of Bangladesh is appeared on the passage of approaching the Middle Income Country status by 2021. The success of achieving socio-economic gains in the regards of Millennium Development Goals (MDGs) has already been recognized by United Nations as well as international development communities.

As a part of continuous efforts to development, 2030 Agenda for Sustainable Development (SDGs) has been adopted by all member states of United Nations in September 2015. From the beginning, Bangladesh also has promising attempts to attain the SDGs. The SDGs are framed in a globally accepted framework that focuses on 17 goals with 169 associate targets and 230 indicators. Education is central to the realization of the 2030 Agenda for Sustainable Development. Within the comprehensive 2030 Agenda for Sustainable Development, education is essentially articulated as a stand-alone goal (SDG4) with its ten targets (seven outcome targets and three means of implementation). Education in the 2030 Agenda for Sustainable Development is not only restricted to SDG4 but also includes a number of targets in other SDGs related to: Ending poverty (SDG Target 1.a); Health and well-being (SDG Target 3.7); Gender equality (SDG Target 5.6); Decent work (SDG Target 8.6); Responsible consumption and production (SDG Target 12.8); Climate change mitigation (SDG Target 13.3) and some others. For monitoring and reporting on progress, countries may consider selecting a set of indicators based on the country requirements, capacity and data availability that allow for both systematic monitoring of progress in all aspects of national implementation of SDG4–Education 2030 and comparison at regional and international levels including through the annual Global Education Monitoring (GEM) Report serving as an analytical reference for reviewing and advancing the global follow-up and review of education in the 2030 Agenda for Sustainable Development.

General Economic Division (GED) is carrying out the roles of coordination and monitoring of SDGs in Bangladesh. To ascertain the present position of Bangladesh with regard to SDGs, data analysis and data gap analysis is essential to be taken. The General Economic Division (GED) has conducted “Mapping of Ministries by Targets in the Implementation of SDGs aligning with 7th Five Year Plan (2016-2020)” defining the duties and responsibilities of all ministries and its aligned organizations. GED also conducted “Data Gap Analysis for Sustainable Development Goals (SDGs) – Bangladesh Perspective”. Bangladesh Bureau of Statistics (BBS) had developed



“National Strategy for the Development of Statistics” in Bangladesh. Bangladesh Bureau of Educational Information and Statistics (BANBEIS) under Ministry of Education (MOE) is a vital institute that generates and provide education statistics for policy decision making as well as for SDG4.

UNESCO as the United Nations’ specialized agency for Education, the Sciences, Culture, and Communication and Information, provides global and regional leadership in education, strengthening national education systems and responds to contemporary global challenges through education with a special focus on gender equity. It is also entrusted to lead and coordinate the SDG4-Education 2030 Agenda. Bangladesh is getting a tremendous support since many years from UNESCO in education sector and from UNESCO Institute for Statistics (UIS) for education data.

BANBEIS and UNESCO including UIS has a long wandering relation in education aspects of Bangladesh. Following the past and present support, collaboration and coordination of UNESCO including UIS with BANBEIS created the ground to further work together to implement the data component of UNESCO Dhaka’s CapED Programme in Bangladesh. In the continuation of the programme BANBEIS has developed and achieved the approved National Indicator Framework (NIF) on Education for Bangladesh, the Data Mapping and Action Plan for Bangladesh (DM & AP), the Data Quality Assessment Framework (DQAF) and the National Strategy for the Development of Education Statistics and Action Plan (NSDES & AP). The CapED has create the ground for BANBEIS including the other education data providing agencies to have strengthened capacity to develop a National Strategy for the Development of Education Statistics and Action Plan (NSDES&AP) as well as data generation for all the SDG4 targets for national and international reporting on SDG4 achievements.

### ***Partnership between BANBEIS and UNESCO Dhaka***

BANBEIS has been working with UNESCO and UIS (through UNDP) since 1980 as an apex body of RINSCA (Regional Informatics Network for South & Central Asia of UNESCO). It is directly working with UNESCO since the establishment of Dhaka Office along with UIS for capacity building, education data generation and reporting of quality education for all. Over the period of time, BANBEIS has carried out a number



