People's Republic of Bangladesh
Ministry of Primary and Mass Education

"Unlocking Learning Potentials Through Effective Data Use: Perspective Bangladesh"

24-27 JUNE 2025, Washington DC, USA

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Bangladesh at a glance

- **Population:** ~ 170 million (2025 est.)

- **Literacy Rate :** ~75.6% **(2023)**

- **GDP (Nominal):** ~$480 billion (2025 estimate)

- **GDP per capita** is estimated at around US $2,679 by the end of 2024 and projected at US $2,766 in 2025

- **Education System :** Article 17 of the Bangladesh Constitution directs the state to establish a uniform, mass-oriented and universal education system.

Primary Education at a glance

Sl.	Indicators	Status
1	**Primary Schools**	**114,630**
2	**Govt. Primary School (GPS)**	65,567
3	**Teachers**	**650,293**
4	**Teachers (GPS)**	384,513
5	**Students (All)**	**19.71 million**
6	**Students (GPS)**	10.1 million
7	**Net Enrolment Rate**	**97.76%**
8	**Cycle completion rate**	86.85%
9	**Teacher Students Ratio**	**1:29**
10	**Gender Parity (M-F)**	1.01
11	**Sanitation Facilities in GPS**	**88.41%**

Education: Empowering Tomorrow's Generations

Huge Student Base

Reaching Every Corner, Teaching Every Child

19.71Million

Massive Teaching Community

Teachers: Nationwide Committed Teaching Force

0.38Million

Massive Education Management

A System Built for Millions, Focused on Each

One-fourth of Total Govt. Emp

Extensive Service Delivery

From Urban to Rural to Remote to specialized Schools

Key Initiatives for Quality Primary Educations

Demand Augmentation & Access

- Stipend Programs for students from disadvantaged backgrounds
- School Feeding Program (expanded to 150 Upazilas)
- Annual Free Textbook Distribution covering all primary students

Improving Teaching and Learning Quality

- Continuous Professional Development (CPD) for teachers
- Integration of ICT-based pedagogy through e-learning platforms
- Multimedia classrooms and teacher resource centers
- Competency-based national curriculum with emphasis on Foundational Literacy and Numeracy (FLN)
- Assessment reforms: National Student Assessment (NSA) and classroom-based assessments

School Environment & Infrastructure

- Construction of modern, climate-resilient school buildings
- Gender-segregated WASH blocks (toilets, hygiene facilities) in all schools
- Provision of safe drinking water and handwashing stations
- Initiatives for green schools and disaster-resilient learning space

Through Effective Data Use

Integrated System-IPEMIS

IPEMIS Integrated Primary Education Management Information System

English ▾   Citizen Service   Help Desk   Results   NSA   Sign in

Integrated Primary Education Management Information System

65,569 Schools
Connected to the system

383,454 Teachers
Using the system

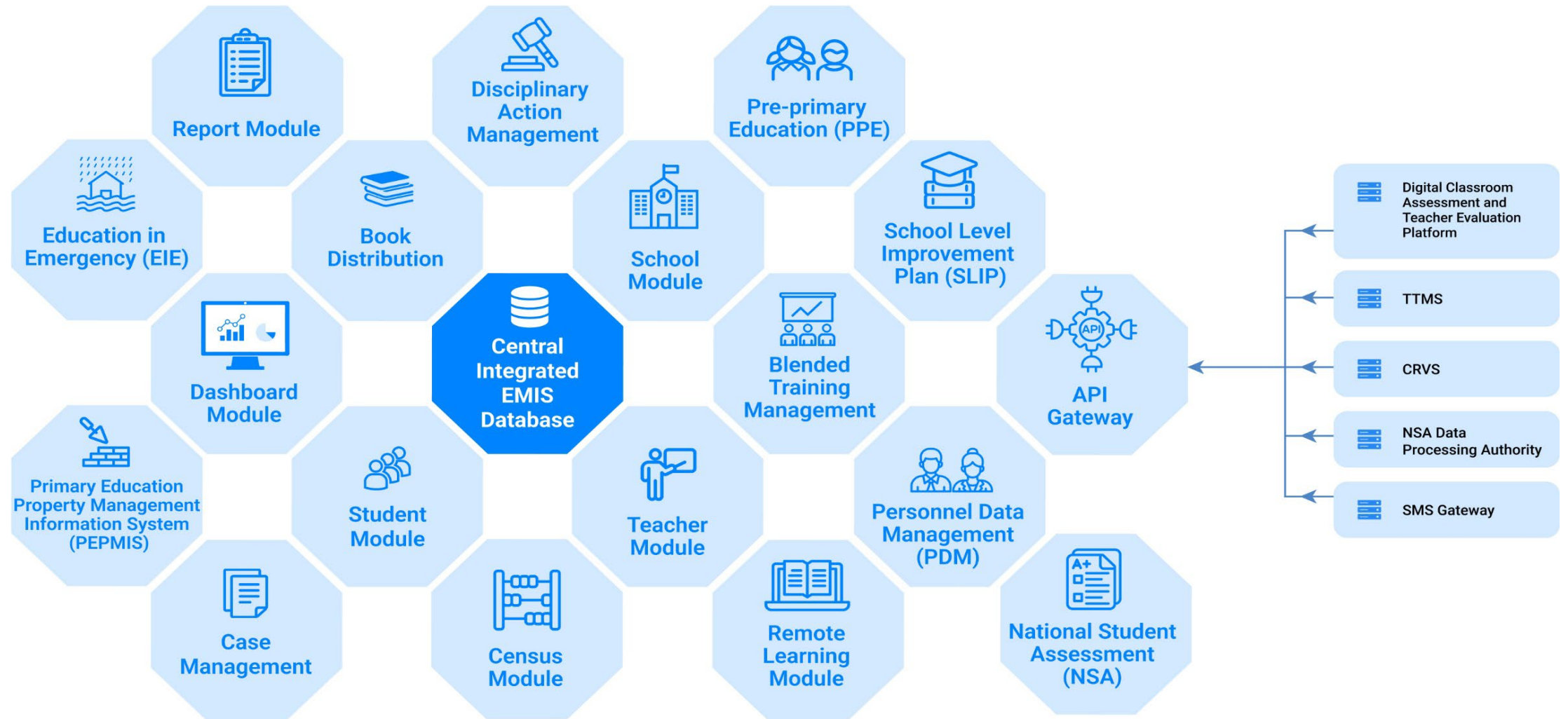**10,016,905** Students
Connected to the system

99,858,874 Textbooks
Distributed via the system

IPEMIS-Modules

Report Module

Disciplinary Action Management

Pre-primary Education (PPE)

Education in Emergency (EIE)

Book Distribution

School Module

School Level Improvement Plan (SLIP)

Dashboard Module

Central Integrated EMIS Database

Blended Training Management

API Gateway

Primary Education Property Management Information System (PEPMIS)

Student Module

Teacher Module

Personnel Data Management (PDM)

Case Management

Census Module

Remote Learning Module

National Student Assessment (NSA)

Digital Classroom Assessment and Teacher Evaluation Platform

TTMS

CRVS

NSA Data Processing Authority

SMS Gateway

Integrated System-IPEMIS

IPEMIS Integrated Primary Education Management Information System

**Timely Data
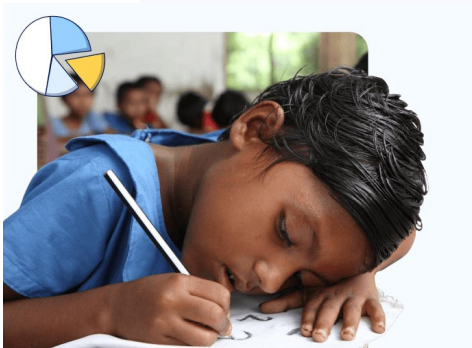Seamless Learning**

**Informed Decisions,
Better Services**

**Good Governance Through
Quality and Clarity**

**Better Future,
Shared Responsibility**

Turning data into directions

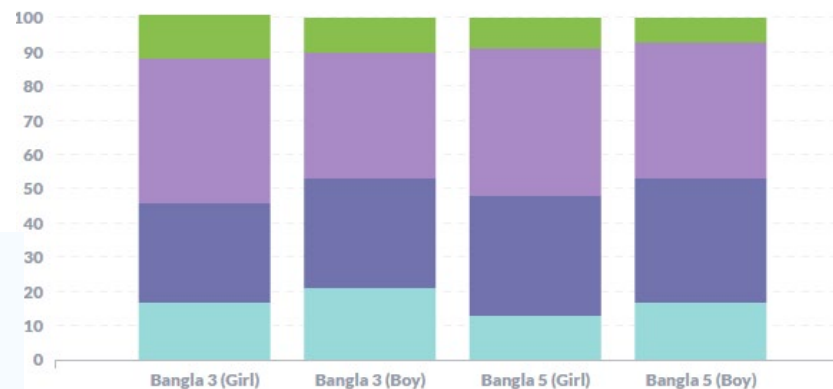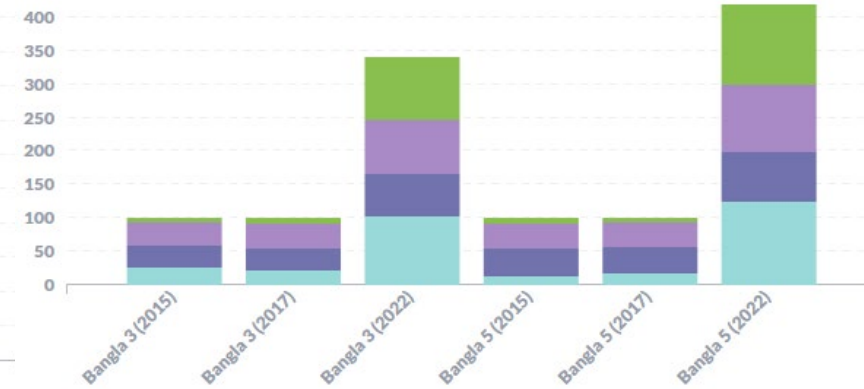# Learning Achievement Remains as a Concern

Subjects		Grade 3		Grade 5	
		2017	**2022**	**2017**	**2022**
Bangla	**All**	47%	51%	44%	50%
	Boys	45%	47%	43%	47%
	Girls	48%	55%	44%	52%
Maths	**All**	34%	39%	32%	30%
	Boys	35%	38%	32%	29%
	Girls	33%	40%	34%	31%

Turning data into directions
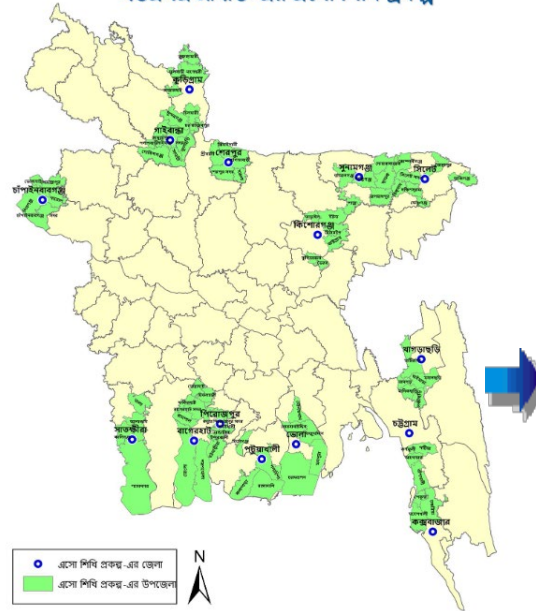
Unlocking Learning Potentials Through Effective Data Use

- Stipend Programs for students from disadvantaged backgrounds

- School Feeding Program (expanded to 150 Upazilas) to improve attendance, nutrition, and retention

- Continuous Professional Development (CPD) for teachers

- Construction of modern, climate-resilient school buildings

- Gender-segregated WASH blocks (toilets, hygiene facilities) in all schools

- Provision of safe drinking water and handwashing stations

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Results Unveiled: Transformative Outcomes from IPEMIS

- Teacher recruitment, transfer, and posting have become easier.

- Citizen satisfaction is increasing due to easier access to citizen services.

- Timely and accurate estimation, collection, and distribution of textbooks have become possible.

- Field-level monitoring and evaluation have become easier through e-monitoring.

- Management of all information related to schools, teachers, students, and assets has become easier.

- Preparation of APSC, ASPR, and NSA reports is now possible in less time and at lower cost.

- Complaint and legal case management is becoming more organized.

- It is being used as a central source of all data related to primary education.

Challenges..

Data Gaps & Disaggregation:

- Insufficient disaggregated data by age, socioeconomic group, and disability status (World Bank, Issues and Challenges of Educational Statistics).

Quality & Reliability:

- Issues with data accuracy, consistency, and timeliness. Instances of duplicate student data previously inflated enrollment figures, now being addressed by new software (APSC 2023).

Challenges...

Capacity for Analysis and Use:

- Limited capacity at various levels (school, upazila, district) to effectively analyze data and translate it into actionable insights. This includes a "shortage of skilled and trained manpower with statistical knowledge" (World Bank, Issues and Challenges of Educational Statistics).

Weak Feedback Loops:

- Insufficient mechanisms for providing timely and useful data feedback to teachers and school management for instructional improvement.

Call to Action

- **Future Vision:** A robust, integrated data ecosystem for primary education in Bangladesh that empowers all stakeholders to render quality learning outcomes for every child.

- **Shared Responsibility:** The journey to "Better Data for Better Learning" requires continued collaboration between the Government of Bangladesh, the World Bank Group (especially through LEAP).

- Strategic Imperative:
  1. Strengthening and fully operationalizing the Integrated Primary Education Management Information System (IPEMIS).
  2. Systematic capacity building for data collection, analysis, and utilization at all levels of the education system.

Way forward

- LEAP provides a unique platform to learn, collaborate, and create scalable and sustainable solutions

- Ground reality should be taken on board
- Continue the journey……

Thank You!