

## Chapter-4

### Technical and Madrasah Education Division

#### 1.0 Introduction

- 1.1 Human development is essential for sustainable and long-term economic development. The government has planned to improve the Technical and Vocational Education Training (TVET) system through the implementation of National Education Policy-2010 and National Skills Development Policy-2011. The main objective of this policy is to improve the socio-economic conditions of the people through the expansion of technical and vocational education. Under the National Skills Policy, National Technical and Vocational Qualification Framework (NTVQF) will provide a new benchmark facility to internationally recognize the skills and knowledge of Bangladeshi workers.

National Education Policy - 2010 has been defined as the aims and strategies for modernization and development of madrasah education. The government has emphasized the need for reforms and infrastructure development for implementation of the target. "Islamic Arabic University Act, 2013" has been enacted for the purpose of conducting academic supervision, examinations, certification and overall activities at the Kamil and Fazil level of madrasah education.

- 1.2 The main goal of the Technical and Madrasah Education Division is to create skilled human resources through providing coordinated technical, vocational, science and technology-based education and training. Besides, this Division is also working on preparing, implementing, monitoring and evaluating research, training, policies and projects to develop technical and madrasah education, formulating and reforming administrative policies and teacher registration under Non-Government Teachers Registration and Certification Authority(NTRCA) and financial support of private educational institutions, preparing and developing various technical courses and textbook formulation, printing and distribution under National Curriculum and Textbook Board (NCTB), providing Broadband connection to educational institutions, multimedia, book, use of ICT in classes and practical application of ICT in education management and implementing the recommendations.

#### 1.3 Major Functions of the Technical and Madrasah Education Division

- ❖ Policy and project formulation, implementation, monitoring and evaluation, with focus on improving the quality of technical and Madrasah education;
- ❖ Reforming and formulating the administrative policy related to technical, vocational and Madrasah education;

- ❖ Registration and recruitment of teachers for non-government educational institutions
- ❖ Developing and updating curriculum for different levels of technical and Madrasah education;
- ❖ Printing and distribution free textbooks for several levels of technical and Madrasah education;
- ❖ Providing broad-band connections, multi-media books to educational institutions, ensuring use of ICT in class rooms and application of ICT in education management;
- ❖ Implementation of the recommendations of the Education Policy.

## **2.0 Relevant Policies of the Technical and Madrasah Education Division:**

2.1 In order to improve the quality of education at all levels including technical and madrasah education, the Division prepares certain strategies and policies consistent with the National Strategic Documents e.g. Vision 2021, Outline Perspective Plan of Bangladesh 2010-2021, National Skill Development Policy-2011 ,7th Five Year Plan etc. In Outline Perspective Plan of Bangladesh 2010-2021, Ministry of Education commits to provide quality education for all children at secondary levels by 2021. They projected education as “the main driving tool for creating poverty free Bangladesh”. In this context, MOE has formulated “National Education Policy, 2010”, which is already under implementation. To achieve ‘Education for All’ and ‘SDG’ keeping ahead government’s “Vision 2021”, this Division has expressed it’s confidence in the mission statement of the Ministry Budget Framework (MBF) “to create well-educated human resources with skilled and advanced ethics through providing coordinated general, science and technology based education and training”

## **2.2 In the “National Education Policy- 2010” -main objectives and goals for Women’s education have been identified as follows:**

- ❖ Encourage and enhance the efficiency of women to participate in the decision making process in every sphere of live;
- ❖ Ensure women's participation in socio-economic development and poverty reduction of the country;
- ❖ Create awareness and confidence among the women and make them aware of equal rights;

- ❖ Create confidence among the women to eradicate dowry, violence against women and to ensure equal rights;
- ❖ Remove the disparity and discrimination against women in service.
- ❖ In case of recruitment especially in primary and secondary education women will get preference.

### **3.0 Specific National Policy Directives of Technical and Madrasah Education Division in relation to Women's Advancement**

**3.1** In Vision 2021, Outline Perspective Plan of Bangladesh 2010-2021, National Skill Development Policy-2011, 7th Five Year Plan -the policies describing ministry's activities and pro-women policies are:

- ❖ Providing quality education for all children of primary and secondary levels of the country by 2021;
- ❖ Establishing inclusive and gender sensitive TVET and skills development programmes consistent with labour market demands under the guidance of the National Skill Development Policy (NSDP-2011). Thus employment opportunities will be created for all residual drop-outs. Accordingly, to maximize employment opportunities for the dropout students, the highest importance is given to implement the overall skill development strategies involved in NSDP-2011
- ❖ Establishing gender equality at all levels for teachers and students.
- ❖ Increase the net enrolment rate of female students to 75 percent by 2017.

**3.2 The targets and commitment stated in the "National Women Development Policy 2011" are:**

- ❖ To bring up women as educated and skilled human resources;
- ❖ To establish gender equality in politics, administration, socio economic activity, education, culture, sports and all areas of family life and other..

### **4.0 Strategic Objectives and Activities of the division in relation to Women's Advancement**

Serial No.	Medium Term Strategic Objectives	Activities
1	2	3
1.	Expansion of quality technical and madrasah education facilities	<ul style="list-style-type: none"> <li>❖ Providing training of teachers and members of SMC.</li> <li>❖ Arranging Public examination and publishing results in due time.</li> </ul>

Serial No.	Medium Term Strategic Objectives	Activities
1	2	3
		<ul style="list-style-type: none"> <li>❖ Establishment of new educational institutions in disadvantaged areas</li> <li>❖ Construction of technical and madrasah education institutes (technical schools, technical colleges and madrasah) and construction of furniture.</li> </ul>
2.	Ensuring equity and equality in education	<ul style="list-style-type: none"> <li>❖ Providing stipend scholarship to suitable students at different levels of technical and madrassas.</li> </ul>
3.	Creating skilled manpower for internal and international labor market	<ul style="list-style-type: none"> <li>❖ Providing technical and vocational education-training</li> <li>❖ Providing Professional Training and Competency Based Training (CBT) for technical and madrasa teachers</li> <li>❖ Introducing Emerging Trade and Technology by updating Curriculum</li> </ul>
4.	Strengthening education management	<ul style="list-style-type: none"> <li>❖ Conduct education related research, evaluation, training, international and local meeting-workshops.</li> </ul>

**5.0 Strategies of Technical and Madrasah Education Division to identify and remove gender discrimination:**

- 5.1 **Expansion of quality technical and madrasah education opportunities:** Efforts have been made to increase the proportion of women in income generating activities by creating women-friendly jobs. As a result, the standard of technical and madrasah education will be improved and opportunities will be expanded.
- 5.2 **Confirmation of equity and equality in education (Equity and equality):** In order to ensure equity and equality for women in education, scopes for stipends and financial assistance have been created for female students in the Ebtedayi, Dakhil and Alim level of Madrasah Education. Incentives will be given to create the opportunities for women employment.
- 5.3 **Creation of efficient manpower for domestic and international labor market:** Being educated in technical, vocational, and high and professional education, women's competence and skills will increase. Women's social status will be upgraded by participating in productive activities. As a result, women's participation in productive activities will increase in every financial year.
- 5.4 **Quality education, general science, technology, applied and technical and vocational education:** Increasing women's participation in professional degree

courses will increase women's competence and skills. Women's social status will also be upgraded by participating in productive activities.

**5.5 Strengthening education management:** ensuring good governance in education management will create gender equality in different areas, which will play an important role in the development of women.

**6.0 Women's Participation in the Division's Activities and their Share in Total Expenditure**

**6.1 Women's participation in decision making in the Technical and Madrasah Education Division:** Table-1 summarises the male and female employment composition of the Division and its various departments and agencies.

In order to increase the participation of women in the division activities, the number of women officers and employees has been increased in numbers in the newly created Technical and Madrasah Education Division. Already 8 (eight) female officers and employees are working. In the secretariat, 25% of the total officers are women (2015-16), which is comparatively a greater number than women working in 2014-15 (16.3%). Women's participation at different administrative levels of secondary and higher secondary education is comparatively higher than other divisions. In the polytechnic institute, 9.64% female employees were employed in the year 2014-15, but the participation of women in the fiscal year 2015-16 increased to 28.57%. In the government secondary schools, the proportion of men and women working in the financial year 2013-14 is equal to 50%, but in 2015-16, the share of women has decreased to 35.37%. Directorate of Technical Education, 13% female officers were employed at the official level in the year 2014-15, but the number of women officers working in this Division in the year 2015-16 has become zero.

**Table-1**  
**Male and Female Employment Structure by Department/Agencies**

	Officers (%)				Staff (%)			
	2015-16		2016-17		2015-16		2016-17	
	Male	Female	Male	Female	Male	Female	Male	Female
<b>Administration</b>								
Secretariat	75.00	25.00	83.78	16.22	89.66	10.34	82.76	17.24
<b>Technical education</b>								
Directorate of Technical Education	100	0	100	0	83.33	16.67	71.7	28.3
Private educational institutions	84.14	15.86	81.75	18.25	87.86	12.14	85.78	14.22
Technical Teacher Training College	71.43	28.57	76.47	23.53	76.19	23.81	66.67	33.33

	Officers (%)				Staff (%)			
	2015-16		2016-17		2015-16		2016-17	
	Male	Female	Male	Female	Male	Female	Male	Female
Teacher Training Colleges								
Polytechnic Institute	71.43	28.57	86.89	13.11	76.1	23.81	86.24	13.76
Technical Schools and Colleges	97.22	2.78	89.86	10.14	92.72	7.28		11.03
Other Technical Institutions	91.58	8.42	86.86	13.14	87.95	12.05	85.69	14.31
<b>Madrasah Education</b>								
Directorate of Madrasah Education	100	0	100	0	94.12	5.88	96.00	4.00
Government Madrasas	90.24	9.76	90.24	9.76	82.54	17.46	82.54	17.56
Bangladesh Madrasa Teachers Training Institute	76.92	23.08	76.92	23.08	88.89	11.11	80.00	20.00
Private madrasa educational institutions	65.45	34.55	67.83	32.17	79.41	20.59	89.60	10.40
<b>Other educational institutions</b>								
National Computer Training and Research Academy (Necter)	92	8	91.30	8.70	86.57	13.43	86.57	13.43

Source: *Bangladesh Educational Statistics, 2016-* published by BANBEIS

## 6.2 Statistics of beneficiary of women and men in various departments/organizations

### 6.2.1 Women as service providers (Ratios of men and women teachers)

Table-2 shows the gender disaggregation of teachers to portray the role of women as service providers. It is observed that, at secondary level, the number of female teachers serving at govt. schools is higher in numbers than non-govt. schools. However, not much difference is observed among the number of female teachers at higher secondary level. In case of madrasa education, especially in non-government organizations, there are more than 90 percent male teachers, which means that the male dominance as a service provider is still prevalent. No female teacher is working in government madrasas. Compared to public universities, the rate of education is higher in private universities, where about one-third of the women are involved in the teaching profession, contributing to the overall development of women and the country.

**Table-2**

### Male and Female Teachers by Categories of Education

Level and Type of Education	Male		Female		Total Number of Teacher
	Number of teachers	Percent	Number of teachers	Percent	
Secondary School (government)	5580	68.50	2566	31.50	8146
Secondary School (non-government,)	175477	74.54	59930	25.46	235407
Higher Secondary Level (govt.)	10055	73.28	3667	26.72	13722

Level and Type of Education	Male		Female		Total Number of Teacher
	Number of teachers	Percent	Number of teachers	Percent	
Higher Secondary Level (non- government.)	80144	77.35	23471	22.65	103615
Madrassa Education (Public)	73	100	0	0	73
Madrassa Education (Private)	98498	86.94	14797	13.06	113295
Technical Education (Public)	4279	86.04	694	13.96	4973
Technical Education (Private)	21331	77.83	6075	22.17	27406

Source: *Bangladesh Educational Statistics, 2016-* published by BANBEIS

6.2.2 **Male-female beneficiaries of the activities of Ministry of Education:** In the following Box-1 below the statistics of enrolment at different level of institutions is presented:

#### Box-1

- ❖ The enrolment in Secondary schools is recorded at 10184364 of which 5476354(53.77percent) are girls;
- ❖ The number of students in colleges is recorded at 3767784 of which 1785190 (47.38percent) are girls;
- ❖ The number of students enrolled in madrassas is recorded at 24,60,305 of which 13,28,789 (54.01%) are girls;
- ❖ Among the total 8,75,270 students enrolled in technical and vocational education, the number of female students are 2,09,656 (23.95%);
- ❖ The total enrolment in Teacher Education is recorded at 34768 of which 11796 (33.93percent) are girls;.

Source: *Bangladesh Educational Statistics, 2016-* published by BANBEIS

### 6.3 Women's Share in Division's Total Expenditure

(Taka in Crore)

Description	Budget 2017-18			Revised 2016-17			Budget 2016-17		
	Budget	Women Share Women	percent	Revised	Women Share Women	percent	Budget	Women Share Women	percent
Total Budget	400266	112019	27.99	317174	86586	27.3	340605	92781	27.24
Ministry Budget	5271	1718	32.6	4756	1544	32.46	0	0	0
Development	839	328	39.04	420	155	36.86	0	0	0
Non-Development	4432	1391	31.38	4337	1389	32.03	0	0	0

Source: RCGP database

## 7.0 Key Performance Indicators (KPIs) of the Ministry in relation to Women's Advancement and Rights

Indicators	Unit	Target Revised	Target Achieved	Target Revised	Target Achieved	Medium Term Target		
		2015-16		2016-17		2017-18	2018-19	2019-20
1	2	4	5	6	7	8	9	10
1. Ratio of Male and female students at Secondary level (9 <sup>th</sup> -10 grade)	Ratio	74:25	74:26	72:28	73:27	70:30	65:35	60:40
2. Ratio of Male and female students at Higher Secondary level (11 <sup>th</sup> -12 grade)		73:27	73:27	72:28	72:28	72:28	70:30	68:32
3. Ratio of Male and female students at Technical Education level		77:23	77:23	75:25	76:24	70:30	65:35	60:40
4. Ratio of Male and female students at Dakhil level (6 <sup>th</sup> - 10 grade)		44:56	44:56	44:56	44:56	58:42	55:44	50:50
5. Ratio of Male and female students at Alim level (11 <sup>th</sup> - 12th grade)		53:47	53:47	52:48	52:48	50:50	50:50	50:50
6. Ratio of Male and female students at Madrasah Education		47:53	46:54	47:53	48:52	49:51	50:50	50:50

## 8.0 Success in Promoting Women's Advancement

### 8.1 Achievements of the Division regarding the projects/programmes/activities undertaken for women development:

- ❖ In order to establish quality technical education institutions with the help of standard and modern technology, a project of establishing one technical school in every upazila has already been taken. Procedures for establishing one women polytechnic institute in each divisional town are ongoing. Project to establish 4 women polytechnic institutes in Sylhet, Barisal, Rangpur and Mymensingh divisions at an estimated cost of 39079.00 lacs is adopted;
- ❖ Attempts are made to increase women participation up to 50% in technical education institute.
- ❖ The separate Madrassa Education Department and Bangladesh Madrasa Education Board have been constituted for the preparation of simultaneous

curriculum for madrasa education and for teaching of technology-based quality participatory madrasa;

- ❖ 'Establishment of 8 women TSC in 8 divisional headquarters' (estimated cost of 29174.00 lakhs rupees) has been adopted;
- ❖ The rate of admission in technical education has already been increased to 14%, of which about 20% female students.

### **Case Study: Skills Competition 2013**

The unique competition for creative-talent hunt is called "Skills Competition". This competition is being organized by the Skills and Training Enhancement Project (STEP) 2014, implemented by Technical Education Department under the Technical and Madrasah Education Division. The main objectives of this competition are to make the students of Diploma-in-Engineering advance towards the rich future through the development of intellectual and innovative power.

In the year 2016-2017 fiscal year, thousands of diploma engineering students have joined this test of talent and innovation, demonstrating new innovations or projects. This competition is completed in 4 sections. In the first phase, approximately 1.5 lakh students of 162 Polytechnic Institute participated in the public and private sector presented for more than 800 inventions or project evaluation. Project evaluation, demand for the country, time and current market demand, intellectuals, concepts, innovation and creativity, acceptability of innovation, benefits, use utility, socio-economic background, environment friendly and presentation are considered

#### **9.0 Impediments to achieve women's development goals**

- ❖ Prevailing social backward and conservative mentality;
- ❖ lack of uniform mentality in the gender and discrimination aspect of institutional and social life;
- ❖ Women's stereotypical inertia and reluctance on technical education
- ❖ Although government quota has been introduced for empowerment, women's participation in policy-making posts till now is marginal. Regarding recruitment of new teachers for madrassas, 20 percent of the women are reserved for women, while in the official areas, there are not always qualified women candidates;
- ❖ Although there is a system of education and training in the country and abroad, women are far behind in number and qualitatively than men due to lack of equal opportunities in professional education.

**10.0 Recommendations for future actions:**

- ❖ Setting up of technical education institutions with quality and modern technology support;
- ❖ Continuing efforts to increase the participation of women in technical education institutions by 50%.
- ❖ Above all, formulating and implementing a self-contained technical and madrasah education policies to formulate an up-to-date curriculum, to introduce technology-based participatory madrasah education and to implement 'National Skills Development Policy 2011'.